



**ANTALYA BİLİM UNIVERSITY SCHOOL OF
FOREIGN LANGUAGES PREPARATORY CLASS
B1 LEVEL SYLLABUS (2025 – 2026)**

COURSE INFORMATION																																																													
Course Level	B1																																																												
Credits	Non-credit preparatory course (0 ECTS)																																																												
Term	Fall and Spring Semesters, 2025–2026 Academic Year																																																												
Prerequisite	Successful completion of A2 Level *New students are required to take a placement test. Those who meet the B1 proficiency requirements will be placed in the B1 level.																																																												
Co-requisite	None																																																												
ACADEMIC STAFF																																																													
Level Coordinator	Can Ali Çetin Email: can.cetin@antalya.edu.tr Office: 209																																																												
Instructor(s)	B1 Level Instructors																																																												
Contact Information	There are two ways to contact the instructors: via email and through Microsoft Teams chat. The email addresses and office numbers of the relevant level instructors are shared with students by the main class instructors on the first day of the semester. The Microsoft Teams classes are also created by the main class instructors, and students can use the chat option on Microsoft Teams to contact the relevant instructor.																																																												
COURSE DELIVERY																																																													
Course Location	Güllük Campus																																																												
Course Duration	One academic year at Antalya Bilim University School of Foreign Languages Preparatory Class consists of four modules offered throughout the Fall and Spring Terms. Each module lasts approximately 8–9 weeks, depending on the academic calendar, national holidays, and other scheduled breaks.																																																												
Course Hours	<p>Each module, students will be informed in advance about their assigned timetable. Two alternative schedules may be implemented depending on group allocation.</p> <p style="text-align: center;">Schedule A (09:00–15:00)</p> <table border="1" style="width: 100%; text-align: center;"><thead><tr><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr></thead><tbody><tr><td>09:00-09:45</td><td>09:00-09:45</td><td>09:00-09:45</td><td>09:00-09:45</td><td>09:00-09:45</td></tr><tr><td>10.00-10:45</td><td>10.00-10:45</td><td>10.00-10:45</td><td>10.00-10:45</td><td>10.00-10:45</td></tr><tr><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td></tr><tr><td>13:15-14:00</td><td>13:15-14:00</td><td>13:15-14:00</td><td>12:00-12:45</td><td></td></tr><tr><td>14:15-15:00</td><td>14:15-15:00</td><td>14:15-15:00</td><td></td><td></td></tr></tbody></table> <p style="text-align: center;">Schedule B (09:30–15:30)</p> <table border="1" style="width: 100%; text-align: center;"><thead><tr><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr></thead><tbody><tr><td>09:30-10:15</td><td>09:30-10:15</td><td>09:30-10:15</td><td>09:30-10:15</td><td>09:30-10:15</td></tr><tr><td>10.30-11:15</td><td>10.30-11:15</td><td>10.30-11:15</td><td>10.30-11:15</td><td>10.30-11:15</td></tr><tr><td>11:30-12:15</td><td>11:30-12:15</td><td>11:30-12:15</td><td>11:30-12:15</td><td>11:30-12:15</td></tr><tr><td>13:45-14:30</td><td>13:45-14:30</td><td>13:45-14:30</td><td>12:30-13:15</td><td></td></tr><tr><td>14:45-15:30</td><td>14:45-15:30</td><td>14:45-15:30</td><td></td><td></td></tr></tbody></table>	Monday	Tuesday	Wednesday	Thursday	Friday	09:00-09:45	09:00-09:45	09:00-09:45	09:00-09:45	09:00-09:45	10.00-10:45	10.00-10:45	10.00-10:45	10.00-10:45	10.00-10:45	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45	13:15-14:00	13:15-14:00	13:15-14:00	12:00-12:45		14:15-15:00	14:15-15:00	14:15-15:00			Monday	Tuesday	Wednesday	Thursday	Friday	09:30-10:15	09:30-10:15	09:30-10:15	09:30-10:15	09:30-10:15	10.30-11:15	10.30-11:15	10.30-11:15	10.30-11:15	10.30-11:15	11:30-12:15	11:30-12:15	11:30-12:15	11:30-12:15	11:30-12:15	13:45-14:30	13:45-14:30	13:45-14:30	12:30-13:15		14:45-15:30	14:45-15:30	14:45-15:30		
Monday	Tuesday	Wednesday	Thursday	Friday																																																									
09:00-09:45	09:00-09:45	09:00-09:45	09:00-09:45	09:00-09:45																																																									
10.00-10:45	10.00-10:45	10.00-10:45	10.00-10:45	10.00-10:45																																																									
11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45																																																									
13:15-14:00	13:15-14:00	13:15-14:00	12:00-12:45																																																										
14:15-15:00	14:15-15:00	14:15-15:00																																																											
Monday	Tuesday	Wednesday	Thursday	Friday																																																									
09:30-10:15	09:30-10:15	09:30-10:15	09:30-10:15	09:30-10:15																																																									
10.30-11:15	10.30-11:15	10.30-11:15	10.30-11:15	10.30-11:15																																																									
11:30-12:15	11:30-12:15	11:30-12:15	11:30-12:15	11:30-12:15																																																									
13:45-14:30	13:45-14:30	13:45-14:30	12:30-13:15																																																										
14:45-15:30	14:45-15:30	14:45-15:30																																																											
Class Attendance	To successfully complete the B1 level, students must attend at least 80% of the classes and achieve a minimum of 70% success in the exams. Students who fail to meet the 80% attendance requirement—whether excused or unexcused—are not allowed to take the Final exam of the level and must repeat the same module/level. Students who fail due to attendance may continue attending classes until the end of the module if they wish; however, they are not permitted to take the Final exam. Students who arrive late to class are marked absent regardless of how late they are. Students can check their absenteeism daily via the OBS system.																																																												



COURSE OVERVIEW

Course Description	<p>This syllabus is designed for B1-level students who aim to improve their proficiency in all four language skills over an 8-9-week course. It is intended for learners who already have a basic command of English and wish to develop their communication, reading, listening, and writing skills in both academic and everyday contexts. The syllabus helps students understand and produce more complex language structures, expand their vocabulary range, and communicate with greater fluency and confidence. Through reading, listening, speaking, and writing activities, students practice identifying main ideas and supporting details, summarizing information, expressing and evaluating opinions, and developing arguments in written and spoken forms. The course also aims to enhance students' critical thinking and problem-solving skills through discussion-based activities, collaborative tasks, presentations, and project work. The teaching approach is based on student-centered learning, communicative language teaching, and task-based instruction. Students who successfully complete the B1 level continue to the B2 level and become eligible to take the Proficiency Exam administered after the second and fourth modules.</p>	
Course Objectives	<p>The aim of this course is to enable students to develop language skills in line with CEFR B1 and B1+ level descriptors. By the end of the course, learners will be able to understand and use more complex language in academic and everyday contexts, express and support their opinions, summarize and evaluate information, and interact with increased fluency and confidence in both spoken and written communication.</p>	
Skill Area	Sub-Skill	Goals and CEFR Alignment
RECEPTION	READING	<p>Goals:</p> <ul style="list-style-type: none"> • Can identify the main idea of a text and of individual paragraphs by using the title, topic sentences, and supporting details. • Can locate specific details and supporting information in a text, such as examples, reasons, facts, numbers, and dates. • Can identify what reference words (e.g., pronouns) refer to by using contextual clues in surrounding sentences. • Can use context clues to work out the meaning of unfamiliar words and phrases in a text. • Can make inferences and recognize relationships in a text—including the writer's opinion and cause-effect links—by using signal words and evaluative language.
		<p>Related CEFR Descriptors</p> <ul style="list-style-type: none"> • Can read straightforward factual texts on subjects related to their field and interest with a satisfactory level of comprehension. • Can scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use. • Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. • Can understand straightforward, factual texts on subjects relating to their interests or studies. • Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor).



RECEPTION	READING	<ul style="list-style-type: none"> • Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for re-reading.
	LISTENING	<p>Goals:</p> <ul style="list-style-type: none"> • Can identify the main ideas of a spoken text by recognizing topic statements and signpost language. • Can identify specific details and supporting information—examples, reasons, dates, and Wh- information—in spoken texts. • Can analyze cause-effect and problem-solution relationships in structured discussions by comparing ideas and connecting problems to their solutions. • Can infer meaning and a speaker's attitude or opinion from context clues such as emphasis, intonation, and word choice. • Can take and organize lecture notes using symbols and abbreviations to record key information. <p>Related CEFR Descriptors</p> <ul style="list-style-type: none"> • Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. • Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. • Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent. • Can generally follow the main points of extended discussion around them, provided speech is clearly articulated in standard dialect. • Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech. • Can follow a lecture or talk within their own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. • Can understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow. • Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech. • Can understand simple technical information, such as operating instructions for everyday equipment. • Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.



PRODUCTION	SPEAKING	<p>Goals:</p> <ul style="list-style-type: none"> • Can give a short, structured monologue or prepared presentation on a familiar or academic topic, explaining the main points with reasonable precision. • Can express and justify opinions, plans, or feelings on familiar and academic topics by giving reasons, explanations, and relevant examples. • Can develop a simple argument and compare options in connected speech, using a range of linking words, with generally clear pronunciation and reasonable fluency.
		<p>Related CEFR Descriptors</p> <ul style="list-style-type: none"> • Can express opinions on subjects relating to everyday life, using simple expressions. • Can briefly give reasons and explanations for opinions, plans and actions. • Can give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. • Can follow much of what is said around them on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. • Can develop an argument well enough to be followed without difficulty most of the time. • Can clearly express feelings about something experienced and give reasons to explain those feelings.
	WRITING	<p>Goals:</p> <ul style="list-style-type: none"> • Can plan and generate ideas for an essay through brainstorming, selecting relevant points and supporting examples. • Can use a range of connectives accurately to express reason-result, contrast, example, addition, and cause/effect relationships, developing ideas with details, examples, and collocations. • Can write a complete, well-organized opinion essay with a clear introduction and thesis, developed body paragraphs, and a conclusion. • Can write a complete, well-organized cause/effect essay with a clear introduction and thesis, developed body paragraphs that show cause-effect relationships, and a conclusion.
		<p>Related CEFR Descriptors</p> <ul style="list-style-type: none"> • Can write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. • Can produce continuous writing, which is generally intelligible throughout. • Spelling, punctuation and layout are accurate enough to be followed most of the time. • Can write short, simple essays on topics of interest.



		<ul style="list-style-type: none"> • Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify their opinion.
INTERACTION	SPEAKING	<p>Goals:</p> <ul style="list-style-type: none"> • Can initiate, maintain, and close a conversation or paired discussion on familiar and academic topics, taking turns appropriately. • Can respond to what others say in a conversation or discussion by asking and answering questions, adding comments, inviting others to speak, and asking for or giving clarification.
		<p>Related CEFR Descriptors</p> <ul style="list-style-type: none"> • Can follow clearly articulated speech directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. • Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. • Can give or seek personal views and opinions in discussing topics of interest. • Can express belief, opinion, agreement and disagreement politely. • Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding. • Can invite others to give their views on how to proceed. • Can find out and pass on straightforward factual information. • Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what they would like to. • Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
MEDIATION		<p>Goals:</p> <ul style="list-style-type: none"> • Can collect, select, and organize information from one or more sources by identifying key points, examples, and facts. • Can relay and summarize selected information clearly for others in their own words, supported by examples and visuals. • Can collaborate within a group to combine members' ideas into a coherent shared product (presentation, podcast, debate, or role-play) with balanced participation. • Can facilitate interaction by responding to others' contributions by asking questions, building on ideas, and negotiating toward decisions or solutions. • Can explain a concept, position, or selected information to an audience and respond to questions by clarifying and giving reasons.
		<p>Related CEFR Descriptors</p> <ul style="list-style-type: none"> • Can relay (in Language B) specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) (written in Language A).



	<ul style="list-style-type: none"> • Can describe in simple sentences (in Language B) the main facts shown in visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A). • Can summarise (in Language B) the main points made in clear, well-structured spoken and written texts (in Language A) on subjects that are familiar or of personal interest, although their lexical limitations cause difficulty with formulation at times. • Can summarise (in Language B) the main points made during a conversation (in Language A) on a subject of personal or current interest, provided that the speakers articulated clearly in standard language. • Can paraphrase short written passages in a simple fashion, using the original text wording and ordering. • Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech. • Can invite other people in a group to speak. • Can ask a group member to give the reason(s) for their views. • Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. • Can make an aspect of an everyday topic clearer by providing simple examples. 	
Sustainable Development Goals (SDGs)	Module 1-2-3's SDGs based on the materials used SDG 2 – Zero Hunger SDG 3 – Good Health and Well-being SDG 4 – Quality Education SDG 8 – Decent Work and Economic Growth SDG 9 – Industry, Innovation and Infrastructure SDG 10 – Reduced Inequalities SDG 11 – Sustainable Cities and Communities SDG 12 – Responsible Consumption and Production SDG 13 – Climate Action SDG 14 – Life Below Water SDG 15 – Life on Land	Module 4's SDGs based on the materials used SDG 2 – Zero Hunger SDG 3 – Good Health and Well-being SDG 5 – Gender Equality SDG 6 – Clean Water and Sanitation SDG 7 – Affordable and Clean Energy SDG 8 – Decent Work and Economic Growth SDG 9 – Industry, Innovation and Infrastructure SDG 11 – Sustainable Cities and Communities SDG 12 – Responsible Consumption and Production SDG 13 – Climate Action SDG 14 – Life Below Water SDG 15 – Life on Land
	Required Texts & Materials Students are expected to use skills-based coursebooks, a level-specific booklet prepared by the academic team, and supplementary materials. These supplementary materials will be shared regularly via Microsoft Teams. All resources are necessary for full participation in class activities, skill development, and completing assignments. Students are responsible for checking Microsoft Teams frequently to access updates and additional materials.	
ASSESSMENT AND EVALUATION		
Assessment Methods and Weighting (%)	Students are assessed through a combination of formative and summative assessment tasks designed to support the development of CEFR-aligned language skills across reception, production, interaction, and mediation. Assessment tasks are connected to the weekly syllabus and are carried out throughout the module. Students are supported through: <ul style="list-style-type: none"> • Writing development and feedback, where students gradually develop essay-writing skills throughout the module. During the first half of the module, students focus on opinion essay writing by learning essay organization, brainstorming techniques, thesis statements, topic sentences, supporting details, and conclusions. In the second half of the module, students focus on cause/effect essay writing, where they learn to explain relationships between causes and results using appropriate 	



	<p>organization, cohesive devices, and supporting examples. Writing instruction follows a step-by-step progression from guided practice to more independent production, with regular written and oral feedback provided on content, organization, grammar, and language use. Error codes are used during in-class writing activities to help students identify and correct their mistakes and improve their awareness of language use and essay organization.</p> <ul style="list-style-type: none"> • Academic lecture tasks, where students listen to one academic lecture per week aligned with the unit theme to develop the extended listening and note-taking skills required for English-medium instruction in their departments. Students practise recording key ideas and supporting details from authentic academic input and respond to comprehension and discussion questions. Lecture content supports and extends the weekly listening and speaking objectives. • Project-based tasks, where students work collaboratively to interpret, summarize, and present information from written, visual, and audio sources using spoken language and visual support. • Classroom activities and homework tasks, including pair and group speaking practice, reading and listening comprehension activities, grammar and vocabulary practice, mediation activities, written responses, and writing activities that follow a scaffolded structure from guided writing to independent writing tasks. • Speaking development activities, where students participate in pair and group interaction tasks and receive ongoing formative feedback during classroom communication. Students use speaking checklists for self-assessment and peer feedback, while instructors provide guidance on fluency, accuracy, task completion, and communicative effectiveness. These classroom practices help prepare students for the speaking components of the Midterm and Final Exams. • Teacher feedback cycles, focusing on language accuracy, organization of ideas, task achievement, and communication clarity. <p>These learning and assessment processes are designed to support students in gradually developing accuracy, fluency, confidence, and independence in using English for academic and real-life communication.</p> <p style="text-align: center;">B1 Level Assessment Weighting</p> <ul style="list-style-type: none"> • Final Exam – 45% Language Use (Grammar & Vocabulary), Reading, Listening, Timed Writing , Speaking • Midterm Exam – 35% Language Use (Grammar & Vocabulary), Reading, Listening, Timed Writing , Speaking • Writing Process – 10% Timed Writing (5%) / Process Writing (5%) • Project – 5% Project-Based Tasks (Group Presentations) • Homework & Participation – 5% Classroom tasks, homework completion, and active participation
Grading Policy	Students are required to achieve an average score of at least 70% across all assessments in order to pass the course.
Declaration of Grades	Declaration of grades will be made via the university system: obs.antalya.edu.tr
Make-up Exams	No make-up exam will be given unless the student;



	<ul style="list-style-type: none"> • provides a medical report (received from a fully equipped hospital) that proves his/her incapacity to attend the exam for a minimum of 3 consecutive days, • provides the death certificate of a relative who is 3rd degree at most, • proves to be in custody for the time of the exam, • proves to be officially assigned by the university or other governmental bodies. <p>A makeup exam for the midterm and the writing exam is granted if a student provides a legitimate document to the faculty secretary. Only after the faculty administration approves the document can the student have a makeup exam. Students will be informed of the midterm and the writing exam date and time. For further information, please refer to Section 8, “Make-Up Exam Policy at Antalya Bilim University,” in the Testing Handbook (pp. 14–15).</p>
Late Assignments Policy	Late submissions are not accepted.
ACADEMIC POLICIES	
Academic Honesty and Plagiarism	<p>Plagiarism is intellectual theft and is by no means tolerated by the university. It is the use of somebody else's ideas, viewpoints, findings, or works in a paper, project, report, or any similar document which is presented as part of a course requirement without proper acknowledgment of the source. Violations of scholastic honesty include, but are not limited to cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Any form of scholastic dishonesty is a serious academic violation and will result in receiving a grade of “0” for a particular task or an exam and disciplinary action will be taken.</p> <p>You may use AI tools such as ChatGPT to generate ideas, receive grammar or vocabulary feedback, practice speaking or pronunciation, and get help understanding difficult topics. AI can also support you in taking notes, summarizing information, or rewriting ideas in your own words. If there are parts you do not understand, you should ask your teachers or classmates for clarification. In addition, citation tools such as APA or MLA generators may be used to prepare references correctly.</p> <p>However, you should not copy and paste AI-generated answers without understanding or editing them. You must not submit AI-generated texts or projects as if they were entirely your own work. Assignments should not be completed simply by translating them fully from another language. You should also avoid using other people’s work, including material from friends, AI, or the internet, without giving proper credit. Slightly changing sentences and presenting them without citation is also unacceptable. Finally, you should not have another person or AI complete your assignment for you, nor should you buy or share assignments found online. For more information, please refer to the Academic Integrity Policy.</p>
Class Citizenship (Participation & Behavior)	<ul style="list-style-type: none"> • Students’ behavior should not interfere with or disrupt class activities. Therefore, students are expected to arrive at class on time and stay for the entire class period. Late arrivals and exits are disrespectful and distracting and lead to attendance failure. • Students are expected to attend and professionally complete all in-class assignments, tasks, projects, and presentations on the specified dates. • Students are expected to use mobile phones responsibly in line with classroom rules and only when permitted by the instructor for learning purposes. Any misuse of phones during lessons, including off-task activities, may negatively affect Homework and Participation (H&P) grades. • It is important that students are respectful towards instructors and fellow classmates (That includes verbal and physical behavior as well as the language used in e-mail and phone messages). Hate speech, racist comments, and discrimination activities are NOT permitted and are punished according to ABU’s rules.

