

# **DEDAK Akreditasyonu**

## **CEFR B1+ Seviyesi Tanım ve Beklentisi**

(Öğrenme Kazanımları Pearson Global Scale of English ve YÖKAK Minimum Değerlendirme Ölçütleri baz alınarak adapte edilmiştir)

# LISTENING LEARNING OUTCOMES CEFR B1+ LEVEL

## Listening to Conversations

- Can follow an everyday conversation or informal interview on common topics
- Can infer speaker's opinions in conversations on familiar everyday topics
- Can recognise when a speaker uses basic rhetorical questions in conversation
- Can understand jokes with no strong cultural/local references and idiomatic language
- Can follow detailed directions
- Can understand a range of formal and informal excuses
- Can generally follow rapid or extended speech, but may require repetition or clarification
- Can understand technical instructions for a piece of equipment they are familiar with
- Can understand advice and instructions for resolving a problem with a product or piece of equipment

## Listening to Audio-Visual Materials

- Can follow the main points in TV programs on familiar topics delivered in clear standard speech.
- Can understand the key points of an audio recording/on-line program on a familiar topic
- Can follow many films in which visuals carry much of the storyline
- Can follow recorded instructions and information given on a phone-delivered service

## Listening to Academic Lectures, Presentations and Discussions

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

# **SPEAKING LEARNING OUTCOMES CEFR B1+ LEVEL**

## **Taking Part in Everyday Conversations**

- Can discuss everyday practical issues in a clear, straightforward conversation
- Can express and respond to feelings (e.g. surprise, happiness, interest, indifference)
- Can make a complaint
- Can express hopes for the future using a range of fixed expressions
- Can compare and contrast alternatives about what to do, where to go, etc.
- Can signal that they wish to bring conversation to an end
- Can re-tell a familiar story using their own words
- Can make excuses using a range of polite forms
- Can relate the basic details of unpredictable occurrences (e.g. an accident)
- Can leave phone messages containing detailed information
- Can express their thoughts in some detail on cultural topics (e.g. music, films)
- Can decline offers politely using a range of formal and informal expressions
- Can ask for advice on a wide range of subjects
- Can respond to excuses using a range of polite forms
- Can enter unprepared into conversation on familiar academic and non-academic topics (e.g family)

## **Using Sources Orally**

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

## **Taking Part in Discussions**

- Can give reasons to justify a viewpoint on a familiar topic
- Can report the opinions of others about familiar topics
- Can briefly give reasons and explanations for opinions, plans and actions
- Can Express opinions as regards possible solutions, giving brief reasons and explanations
- Can Express opinions and attitudes using a range of fixed expressions and sentences
- Can repeat back what is said to confirm understanding and keep a discussion on course
- Can use a suitable phrase to invite others into a discussions
- Can discuss main points of news stories about familiar topics
- Can use a basic repertoire of conversation strategies to maintain a discussion
- Can ask someone to paraphrase a specific point or idea
- Can discuss the main points of news stories about familiar topics
- Can respond to ideas and suggestions in informal discussions

- Can politely interrupt during a formal conversation, using fixed expressions
- Can explain the main points in an idea or problem with reasonable precision
- Can explain why something is a problem
- Can use synonyms to describe or gloss an unknown word
- Can summarize and comment on a short story or article and answer questions in detail
- Can summarize and give opinions on issues and stories and answer questions in detail
- Can give an opinion on practical problems, with support when necessary
- Can give brief comments on the views of others
- Can express and comment on ideas and suggestions in informal discussions
- Can ask questions in an academic discussion
- Can contribute to a group discussion on familiar topics and with others who deliver the language
- Can answer questions in an academic discussion on familiar topics
- Can suggest pros and cons when discussing on a familiar topic
- Can develop an argument using common fixed expressions
- Can ask someone to elaborate on a point in an academic discussion, using appropriate language
- Can ask for clarification during an academic discussion, using appropriate language
- Can effectively participate in a classroom discussion about an academic topic
- Can lead a simple discussion, if given time in advance to prepare
- Can ask for a clarification of an unknown acronym or technical term used in conversation
- Can contribute ideas in a panel discussion, using appropriate language
- Can justify a viewpoint on a familiar topic by discussing some pros and cons of various options

#### **Participating in Lectures, Presentations, Interviews etc.**

- Can take some initiative in an interview, talking about familiar topics/subjects
- Can ask more information after a lecture or presentation aimed at a general audience, using follow-up questions
- Can ask questions about the content of a presentation or lecture on familiar topic aimed at
- Can describe conclusions they have drawn from a presentation or lecture on a familiar topic
- Can ask for confirmation of understanding during a live discussion or presentation
- Can effectively request information from a professor outside of class

#### **Carrying out a Formal Oral Academic Task**

- Can carry out a prepared interview checking and confirming information as necessary
- Can give an effective presentation about a familiar topic by using visuals ( e.g. slides) appropriately
- Can answer questions about the content of a presentation or lecture on a familiar topic and/or aimed at a general audience
- Can give a short, rehearsed talk or presentation on familiar topic
- Can answer factual questions about a presentation they have given
- Can give a presentation on a familiar academic topic

## **READING LEARNING OUTCOMES CEFR B1+ LEVEL**

### **Understanding ideas and their relationships in texts**

- Can understand the main idea of a passage using textual clues
- Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions
- Can distinguish between fact and opinion in relation to common topics
- Can distinguish between fact and opinion in a simple academic text
- Can generally understand details of events, feelings and wishes in letters, e-mails and online postings
- Can recognize common discourse markers that convey emphasis in a simple text
- Can understand cause and effect relationships in a simple academic text, if clearly signalled
- Can recognize contrasting ideas in a structured text if signalled by discourse markers
- Can understand problem and solution relationships in a structured text
- Can follow chronological sequence in a formal structured academic text
- Can understand relationships between ideas in a simple academic text
- Can identify the general line of written argument though not necessarily all details

### **Recognizing author's stance, purpose, voice and use of sources**

- Can recognize the writer's point of view in a structured text
- Can distinguish between different viewpoints in a simple academic text
- Can understand the writer's purpose in a simple academic text
- Can identify whether an author is quoting or paraphrasing another person
- Can identify the sources of information in a simple academic text
- Can distinguish between active and passive voice in an academic text

### **Using Texts and their Elements**

- Can make simple inferences based on information given in a short article
- Can infer meaning based on information in a text
- Can infer meaning in a simple academic text, in order to answer specific questions
- Can identify the key points presented in graphs and charts in a simple academic text
- Can understand numerical values in graphs and charts in a simple academic text
- Can synthesize information from two or more basic texts
- Can understand written advice and instructions for resolving a problem with a product or piece of equipment

## WRITING LEARNING OUTCOMES CEFR B1+ LEVEL

### Note-Taking & Outlining

- Can take messages, communicate enquiries and explain problems
- Can take notes while researching a familiar topic
- Can take notes of key points during a talk or a lecture on a familiar topic, if delivered clearly

### Reviewing, Summarizing & Paraphrasing

- Can summarise simple research findings in an academic text, if provided with a model summary
- Can summarise information from a simple presentation or lecture aimed at a general audience
- Can summarize the main message from simple diagrams (e.g. Graphs, bar charts)
- Can write bullet points to summarise key points in a structured text
- Can write a review of a simple text, using appropriate conventions
- Can write a simple review of a film, book or TV programme using a limited range of vocabulary
- Can write a review / summary / paraphrase of a simple text, using appropriate conventions, if provided with a model
- Can summarize the main message from simple diagrams (e.g. Graphs, bar charts)

### Types of Writing

- Can write short biographies about real or imaginary people
- Can write a basic email/letter of complaint requesting action
- Can write a structured informational leaflet/brochure, given a model
- Can complete a form requiring educational information
- Can write a description of a real or imagined event
- Can write a descriptive essay (250-300 words) on a familiar topic, if provided with a model
- Can write simple emails/letters and online postings on academic topics
- Can write emails/letters exchanging information, emphasising the most important points
- Can give someone clear, detailed directions on how to get somewhere in a letter, email, or online posting
- Can write a formal email/letter requesting information
- Can vary the formality of greetings in emails/letters based on intended recipients
- Can write personal emails/letters, reporting recent events in detail
- Can write a conclusion to an essay on a familiar topic
- Can write structured essays on familiar topics, organising basic ideas
- Can write an essay (250-300 words) in response to a specific question
- Can write a simple opinion / discursive essay on a familiar topic (250-300 words)
- Can write a simple analysis of a structured text

### Showing Relationships between Ideas and Developing Ideas

- Can use limited discourse devices to link sentences smoothly into connected discourse
- Can use common connectors to tell a story or describe an event
- Can clearly signal chronological sequence in a narrative text

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- Can use pictures and charts to convey basic information in a simple academic text on a familiar topic
- Can support a main idea with explanations and examples in a structured paragraph on a familiar topic
- Can show a simple relationship between a main point and an example in a structured text

### **Editing**

- Can check and correct spelling, punctuation and grammar in simple written texts
- Can edit and improve a simple text