



**TRABZON UNIVERSITY**  
**SCHOOL OF FOREIGN LANGUAGES**  
**DEPARTMENT OF FOREIGN LANGUAGES**  
**2026-2027 ACADEMIC YEAR**  
**LISTENING AND SPEAKING COURSE SYLLABUS**

|                                                                                                                                                                                                                                                  |                                            |                 |
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| <b>Course:</b> HZR-Listening & Speaking                                                                                                                                                                                                          | <b>Year:</b> 2026-2027 Academic year       | <b>Hours:</b> 8 |
| <b>Course status:</b> Compulsory                                                                                                                                                                                                                 | <b>Language of instruction:</b><br>English |                 |
| <b>Course Tutors:</b><br>Lect. Handan İLYAS KARATAŞ <b>E-mail:</b> <a href="mailto:handan@trabzon.edu.tr">handan@trabzon.edu.tr</a><br>Lect. Emrullah AY <b>E-mail:</b> <a href="mailto:emrullahay@trabzon.edu.tr">emrullahay@trabzon.edu.tr</a> |                                            |                 |
| <b>Course Book:</b> Q Skills for Success Listening and Speaking 3-4 B1-B2 (4 <sup>th</sup> Edition)                                                                                                                                              |                                            |                 |

| Group                 | Class Hours                     |                                   | Course Tutors              |
|-----------------------|---------------------------------|-----------------------------------|----------------------------|
| Prep A<br>(Listening) | Tuesday 10.00–12.00<br>(FADB07) | Wednesday 10.00–12.00<br>(FADB07) | Lect. Emrullah Ay          |
| Prep A<br>(Speaking)  | Tuesday 13.00–15.00<br>(FADB07) | Wednesday 08.00–10.00<br>(FADB07) | Lect. Emrullah Ay          |
| Prep B<br>(Listening) | Tuesday 08.00–10.00<br>(FADB06) | Thursday 10.00–12.00<br>(FADB12)  | Lect. Handan İlyas Karataş |
| Prep B<br>(Speaking)  | Monday 10.00–12.00<br>(FADB06)  | Tuesday 10.00–12.00<br>(FADB06)   | Lect. Handan İlyas Karataş |
| Prep C<br>(Listening) | Tuesday 13.00–15.00<br>(FADB06) | Thursday 13.00–15.00<br>(FCDZ17)  | Lect. Handan İlyas Karataş |
| Prep C<br>(Speaking)  | Monday 15.00–17.00<br>(FADB06)  | Tuesday 15.00–17.00<br>(FADB06)   | Lect. Handan İlyas Karataş |

This syllabus outlines the weekly structure for the B1-level Listening and Speaking course, utilizing Q Skills for Success Listening and Speaking 3 (4<sup>th</sup> Edition) and Q Skills for Success Listening and Speaking 4 (4<sup>th</sup> Edition) of Oxford Press. The course spans 32 weeks, delivering a total of 224 hours of instruction, with 112 hours dedicated to listening and 112 hours to speaking across 28 effective instructional weeks (excluding three midterm assessment weeks and one final assessment week). Each week provides 4 hours of listening instruction, focusing on comprehension, inference, and critical analysis, and 4 hours of speaking practice, emphasizing fluency, pronunciation, and interactive skills, totaling 8 hours per week. Designed for B1-B2 learners (CEFR), the course fosters the ability to understand clear standard speech and express ideas confidently in varied contexts. Midterm assessments, review sessions, and a final evaluation ensure comprehensive skill development and progress monitoring, preparing students for practical communication and academic tasks.

| Week                                                 | Unit Focus & Duration                                                                                         | Listening (4 hours)                                                                                                                   | Speaking (4 hours)                                                                           | Academic Skill                                                                                                                        | Unit/Weekly Outcomes                                                                                                  |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 1                                                    | Introduction (Diagnostic & Orientation) Icebreaker discussions; self-introductions with reasons/explanations. |                                                                                                                                       |                                                                                              |                                                                                                                                       |                                                                                                                       |
| 2–3                                                  | Unit 1: Psychology - Are first impressions accurate?                                                          | Faces and First Impressions: making inferences. Book Review of Blink: develop inference and key-idea comprehension; video integration | Taking conversational turns; compare/contrast first impressions; discuss personal bias.      | Using notes to summarize a lecture; Critical Thinking: comparing/contrasting; Emotional Self-Regulation: understanding personal bias. | Make inferences; summarize key information; sustain conversational turns; compare/contrast ideas and reflect on bias. |
| 4                                                    | Unit 2: Biological Sciences - What is the diet of the future?                                                 | Sustainable Foods of the Future; listen for causes/effects. Introduce A World of Food                                                 | Give advice about food choices and sustainability; explain reasons.                          | Taking notes on causes/effects; Critical Thinking: predicting topics/ideas; Citizenship: responsible consumer.                        | Identify cause/effect relationships; predict content; organize notes; give advice with reasons.                       |
| <b>Quiz I</b><br><i>Quiz covers previous studies</i> |                                                                                                               |                                                                                                                                       |                                                                                              |                                                                                                                                       |                                                                                                                       |
| 5                                                    | Unit 2 (cont.) + Unit 3: Engineering                                                                          | Conclude A World of Food and video work. Introduce Historical Examples of Biomimicry; listen for time markers.                        | Complete survey/reporting work; begin asking for/giving reasons about nature-inspired design | Unit 2 cause/effect note-taking; Unit 3 taking notes about events.                                                                    | Report findings; recognize time markers; explain reasons and discuss biomimicry.                                      |
| 6–7                                                  | Unit 3: Engineering (cont.)                                                                                   | Biomimicry in Architecture; time markers; video: Wave Garden; integrated listening review.                                            | Ask for/give reasons; take part in and manage a group discussion.                            | Taking notes about events; Critical Thinking: summarizing; Communication: managing a group discussion.                                | Recognize sequence/time markers; summarize listening information; manage and participate in group discussion.         |
| 8                                                    | Unit 4: Business and Marketing How does marketing influence us?                                               | Targeting Children with Advertising; identify fact/opinion. Introduce Stealth Marketing                                               | Give and support opinions; discuss marketing influence.                                      | Using a mind map to note opinions; Critical Thinking: evaluating claims; Digital Literacies: media literacy.                          | Distinguish fact/opinion; organize opinions; evaluate marketing claims and support viewpoints.                        |
| 9                                                    | <b>Midterm (No Regular Classes)</b>                                                                           |                                                                                                                                       |                                                                                              |                                                                                                                                       |                                                                                                                       |
| 10                                                   | Unit 4: Business and Marketing (cont.)                                                                        | Stealth Marketing; evaluate opinions/evidence; video integration.                                                                     | Take part in a group discussion; express and defend opinions.                                | Evaluating truthfulness of claims; developing media literacy.                                                                         | Evaluate claims using evidence and contribute effectively to a group discussion.                                      |
| 11                                                   | Unit 5: Biological Sciences - How can we slow the aging process?                                              | Lowering Your Biological Age: listen for different kinds of numbers. How Science Is Slowing Aging; video integration.                 | Give a short presentation; explain scientific ideas and evidence.                            | Separating risks/outcomes using a chart; evaluating strength/relevance of evidence; presenting confidently.                           | Interpret numerical information; organize risks/outcomes; evaluate evidence; deliver a clear short presentation.      |
| <b>(Quiz II – Pop-up)</b>                            |                                                                                                               |                                                                                                                                       |                                                                                              |                                                                                                                                       |                                                                                                                       |
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| 12          | Unit 6:<br>Technology<br>- Will AI<br>ever be as<br>smart as<br>humans?        | What Kind of<br>“Smart” Is AI?:<br>infer speaker<br>attitude. Asking the<br>Right Questions<br>About AI; video<br>integration.                             | Discuss AI<br>abilities/limitations;<br>respond to others;<br>group discussion.                            | Building an outline for<br>discussion notes;<br>justifying claims;<br>Digital Literacies:<br>using AI responsibly. | Infer speaker attitude;<br>organize notes; justify<br>claims and participate in<br>a structured AI<br>discussion.      |
|             | <i>(Quiz II – Pop-up)</i>                                                      |                                                                                                                                                            |                                                                                                            |                                                                                                                    |                                                                                                                        |
| 13-14       | Unit 7:<br>Psychology<br>- Can money<br>buy<br>happiness?                      | Sudden Wealth:<br>listen for signposts.<br>Happiness Breeds<br>Success ... and<br>Money; use<br>signposts to follow<br>organization; video<br>integration. | Agree and disagree<br>appropriately;<br>discuss wealth,<br>success, and<br>happiness; group<br>discussion. | Taking notes on<br>cause/effect chains;<br>choosing between<br>options; brainstorming<br>ideas.                    | Follow signposts; map<br>cause/effect chains;<br>express<br>agreement/disagreement;<br>generate and evaluate<br>ideas. |
| 15          | Unit 8:<br>Social<br>Sciences -<br>What makes<br>a<br>community<br>successful? | Good Communities:<br>listen for examples.<br>Connected<br>Communities:<br>identify<br>examples/supporting<br>details; selected<br>video integration.       | Ask for and give<br>clarification;<br>discuss successful<br>communities; pair<br>discussion.               | Taking notes with<br>examples;<br>paraphrasing;<br>participating in a<br>learning community.                       | Identify examples;<br>paraphrase ideas; clarify<br>meaning and participate<br>effectively in a pair<br>discussion.     |
| 16          | <i>Finals (No Regular Classes)</i>                                             |                                                                                                                                                            |                                                                                                            |                                                                                                                    |                                                                                                                        |
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| Second Term |                                                                                |                                                                                                                                                            |                                                                                                            |                                                                                                                    |                                                                                                                        |

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| 17-18                                        | Unit 1:<br>Business<br>and<br>Marketing -<br>How can<br>you become<br>a good<br>leader? | Leadership Isn't<br>Just for the<br>Boss: listen for<br>main ideas.<br>Skills for<br>Effective Global<br>Leaders; video:<br>Leading the<br>Way. | Checking for<br>understanding;<br>discuss leadership;<br>give a presentation.                  | Using a chart to organize<br>main ideas; Critical<br>Thinking: summarizing;<br>Emotional Self-<br>Regulation: emotional<br>intelligence.     | Identify/summarize main<br>ideas; organize notes; check<br>understanding; give a<br>presentation on leadership.   |
| 19-20                                        | Unit 2:<br>Social<br>Sciences -<br>How does<br>appearance<br>affect our<br>success?     | A Perfect Mess:<br>identifying<br>details. Are<br>More Attractive<br>People More<br>Successful?<br>video: Ways to<br>Appear<br>Confident.       | Confirming<br>understanding;<br>discuss<br>appearance/success;<br>role-play a<br>conversation. | Taking notes to<br>compare/contrast; Critical<br>Thinking: restating<br>information; Digital<br>Literacies: digital<br>organization.         | Identify details;<br>compare/contrast<br>information; restate ideas;<br>confirm understanding in<br>conversation. |
| 21-22                                        | Unit 3:<br>Psychology<br>- What<br>skills make<br>someone an<br>adult?                  | Adulthood 101:<br>making<br>predictions.<br>Financial<br>Literacy Among<br>Young People;<br>video: Emotions<br>are OK.                          | Giving a<br>presentation;<br>discuss adulthood<br>skills and financial<br>literacy.            | Taking notes using key<br>words/phrases; Critical<br>Thinking: assessing<br>predictions; Emotional<br>Self-Regulation:<br>developing agency. | Make/assess predictions;<br>take concise notes; organize<br>and give a group<br>presentation                      |
| <b>Quiz III Quiz covers previous studies</b> |                                                                                         |                                                                                                                                                 |                                                                                                |                                                                                                                                              |                                                                                                                   |

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| 23–24 | Unit 4: Science - How can we deal with the plastic crisis?           | Alternatives to Plastic: making inferences. Alternatives to Single-use Plastics; video: Reusing to Help the Environment.            | Avoiding answering questions directly; discuss solutions; present a business plan. | Using a split page; Critical Thinking: distinguishing similar words; Communication: identifying/communicating USPs.        | Make inferences; organize split-page notes; communicate a USP; present a solution-focused business plan.                      |
| 25    | <b>Midterm (No Regular Classes)</b>                                  |                                                                                                                                     |                                                                                    |                                                                                                                            |                                                                                                                               |
| 26    | Unit 5: Health Science - How has science changed the food we eat?    | Exciting Alternatives to Meat: understanding bias in a presentation. The Science Behind Food Cravings; video: Fermentation Station. | Expressing interest during a conversation; take part in a discussion.              | Editing notes after a lecture; Critical Thinking: evaluating information; Intercultural Competence: attitudes toward food. | Recognize bias; edit notes; evaluate information; express interest and participate in discussion.                             |
| 27    | Unit 6: Education - How does setting goals help us?                  | The Science of Setting Academic Goals: listen for contrasting ideas. Interns in New York; video: Reaching for the Stars.            | Changing the topic; reach a group decision.                                        | Comparing/contrasting multiple topics; Critical Thinking: ranking options; Collaboration: building consensus.              | Recognize contrasting ideas; compare information; change topic appropriately; rank options and reach consensus.               |
| 28-29 | Unit 7: Biological Sciences - How can science help repair your body? | Is it Possible to Replace a Limb?: listen for signal words/phrases. Nanotechnology: Tiny but Powerful; video: Bionic Hand.          | Use questions to maintain listener interest; tell a story.                         | Taking notes on details; Critical Thinking: combining ideas and interpreting research findings.                            | Follow signal words; take detailed notes; combine/interpret information; maintain listener interest and tell a story.         |
| 30-31 | Unit 8: Engineering - How will automation affect our future?         | Automation and Us: listen for causes/effects. Driverless Cars; video: Earthships.                                                   | Add to another speaker's comments; share opinions about the future of automation.  | Taking notes on causes/effects; Critical Thinking: making appraisals; Digital Literacies: adapting to new technologies.    | Identify cause/effect relationships; make appraisals; build on others' comments and share supported opinions about automation |
| 32    | <b>Finals (No Regular Classes)</b>                                   |                                                                                                                                     |                                                                                    |                                                                                                                            |                                                                                                                               |