



ÇANAKKALE ONSEKİZ MART UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

ENGLISH PREPARATORY PROGRAMME (EPP)

2024 - 2025 ACADEMIC YEAR
B1
USE OF ENGLISH COURSE CONTENT



1. Course Description:

This course is designed for intermediate-level students aiming to strengthen their command of English grammar and usage. The course will focus on improving accuracy and flexibility in the use of English through a series of targeted exercises and practical applications. Students will engage in activities designed to enhance their understanding of grammatical structures and develop their ability to use language effectively in both written and spoken contexts. By the end of the course, participants will have a stronger foundation in English, enabling them to communicate with greater confidence and precision in a range of everyday and academic situations.

2. Goal:

The primary goal of this course is to strengthen students' command of English at a B1 level by improving their ability to use grammar and language structures accurately and effectively. By the end of the course, students will be better equipped to communicate confidently in both everyday and academic situations, with a solid foundation in the key aspects of English usage.

3. Objectives:

This program aims to:

- Enhance students' understanding of key grammatical structures at the B1 level and their practical application in both written and spoken English.
 - Improve students' ability to use English accurately and fluently in various situations.
 - Develop students' skills in recognizing and correcting common language errors, including grammar and sentence structure.
 - Strengthen students' ability to construct clear, coherent sentences and paragraphs, with an emphasis on correct syntax and punctuation.
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4. Outcomes:

By the end of this course, students will be able to:

- apply key grammatical structures correctly in both written and spoken English, including tenses, conditionals, and modals.
- recognize and correct common language errors related to grammar and sentence structure.
- construct clear and coherent sentences and paragraphs, demonstrating proper syntax and punctuation.
- apply language rules to improve the clarity and effectiveness of their communication in various contexts.



- engage in conversations and write texts with increased fluency and confidence, using appropriate language for different situations.
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5. CEFR Equivalence:

This course corresponds to the B1 level of the Common European Framework of Reference for Languages (CEFR), which indicates an intermediate level of proficiency.

6. Course Materials

Textbook: English Grammar in Use Book with Answers and Interactive eBook – 5th Edition

7. Supplementary Materials:

- English Grammar in Use Supplementary Exercises Book with Answers - 5th Edition
 - English Grammar in Use Extra - CD-ROM
 - Instructor-provided handouts and worksheets.
 - Recommended apps and online resources for additional grammar practice.
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8. Participation and Attendance:

Course attendance and participation are very important aspects of this course. You are expected to arrive ON TIME and attend ALL classes. You should 'be prepared' and participate actively in class activities. Do not forget that it is your responsibility to find out what material and assignment you missed.

It is also necessary to note that attendance is 85 % compulsory in face-to-face classes (online classes are not compulsory). However, daily attendance and active participation in all class activities including class discussions, pair or group work exercises, completion of assignments, and careful preparation of homework assignments are very important for all of you to succeed in your education.

9. Plagiarism Policy

Plagiarism is the act of using another individual's thoughts and work as if they were your own, without proper attribution. This includes material from other sources, including AI-generated content, that is not correctly cited. Assignments and projects found to contain plagiarized material, or work that is determined not to be the student's own, will not be evaluated. The student will receive a zero for the assignment or project and will be given a verbal warning. If plagiarism occurs more than once, or if it is detected in assignments that serve as an exam, disciplinary procedures will be initiated.



10. Assessment

Success Grade:

- For students of English Language and Literature and English Language Teaching, the success grade is 70.
- For students of all other departments, the success grade is 60.

Calculation of Success Grade:

The success grade is calculated through integrated exams that cover all lessons. There will not be separate assessments for individual courses within the program. Project and performance tasks are assigned from listening & speaking and reading & writing courses with a common percentage.

INTEGRATED PROGRESS TEST	PROJECT and PERFORMANCE TASKS	LEVEL COMPLETION TEST
30%	20%	50%

Integrated Progress Test: 30%

- o This test assesses listening, reading, grammar, writing, and speaking skills, and is conducted in the 4th week of the course. The test is comprehensive and designed to measure students' progress. It is not repeatable.
- **Project and Performance Tasks: 20%**
Students will complete two project/performance tasks as detailed below:
 - o The project assignment for the reading&writing course accounts for 10% of the total performance grade.
 - o The project assignment for the listening&speaking course accounts for 10% of the total performance grade.
- **Level Completion Exam: 50%**
 - o The exam consists of three parts: integrated skills (listening, reading, grammar, and vocabulary), writing, and speaking. The integrated skills test is a multiple-choice exam. The writing section requires students to write a paragraph or essay appropriate to their level, and the speaking section involves oral questions assessed out of 25 points each.

Use of English Tasks

Task 1: Write three paragraphs using present and future tenses.

Topic 1: A Day in My Life & Future Plans (Week 3)

1. Present Simple and Present Continuous
Write a paragraph describing your daily routine using the Present Simple. Then, describe something you're doing this week or right now using the Present Continuous.
2. Present Perfect and Present Perfect Continuous
In another paragraph, reflect on something you have achieved recently using the



Present Perfect and how long you have been working on it using the Present Perfect Continuous.

3. Future Tenses

Write a third paragraph about your future plans. Use "going to" for planned actions and "will" for spontaneous decisions.

Task 2: Write three paragraphs using past tenses.

Topic 2: Comparing Past Experiences (Week 5)

1. Compare two memorable trips, activities, or experiences you've had in the past. Use **comparative** and **superlative** forms to highlight differences and rank your experiences.
2. Describe a specific event from one of these experiences. Use **past simple**, **past continuous**, and **past perfect** to tell the story in a structured way.
3. Reflect on how your hobbies, interests, or habits related to trips, activities or experiences have changed over time. Use **used to** to describe things you did in the past that you no longer do.

11. Accessibility and Support for Students with Disabilities

The School of Foreign Languages is committed to providing equal access and opportunities for all students, including those with disabilities or special needs. We strive to create an inclusive learning environment that accommodates diverse learning styles and needs.

- **Communication:** Students with disabilities or special needs should contact the course instructor and the University's Disability Support Office within the first week of classes to discuss their requirements.
- **Facilities:** The School of Foreign Languages building is equipped with ramps and elevators for accessibility. Classrooms on the ground floor are available for students with mobility issues.
- **Academic Accommodations:** Depending on individual needs, accommodations may include extended time for tests, alternative format materials, note-taking assistance, or sign language interpreters.
- **Assistive Technology:** Screen readers, voice recognition software, and other assistive technologies are available through the University's Disability Support Office.

For more information or to request accommodations, please contact:

Disability Support Office: <https://ekb.comu.edu.tr/>

School of Foreign Languages Accessibility Coordinator: Instructor Aysun ZOR

We are committed to working with each student to ensure their full participation in the course.

12. Diversity and Inclusion Statement

The School of Foreign Languages at Çanakkale Onsekiz Mart University is committed to fostering a diverse, equitable, and inclusive learning environment. We believe that diversity



in all its forms enriches our academic community and enhances the learning experience for all.

In this course, we strive to:

- create a respectful and supportive learning environment for all students
- incorporate diverse perspectives and experiences into our curriculum
- encourage open and respectful dialogue on topics related to diversity and inclusion
- address and prevent any form of discrimination or harassment

We expect all members of our learning community to contribute to an inclusive and respectful classroom environment. If you experience or witness any form of discrimination or harassment, please report it to the instructor or appropriate university authorities.

Your unique experiences and perspectives are valued and essential to the collective learning process. We are committed to ensuring that all students have equal opportunities to succeed in this course.

13. Office Hours Policy

Each instructor will hold regular office hours to provide additional support and guidance to students. Office hours will be as follows:

Instructor 1: [Day(s) and Time(s)]

Instructor 2: [Day(s) and Time(s)]

Office hours will be held in the instructors' office. Students are encouraged to use these times to discuss course material, ask questions, or seek clarification on assignments. If the scheduled times conflict with your timetable, please contact your instructor to arrange an alternative meeting time.

For brief questions or concerns, students may also contact instructors via email. Instructors will strive to respond to emails within 24-48 hours during weekdays.



14. Weekly Course Outline

Date	Contents	Suggested Units to Complement the Content	Supplementary Materials	Tests & Assignments
Week 1	Unit 3: Present continuous and present simple 1 (I am doing and I do) Unit 19: Present tenses (I am doing / I do) for the future Unit 20: I'm going to (do) Unit 21: will and shall 1 Unit 22: will and shall 2 Unit 23: I will and I'm going to		https://bit.ly/4dOAxU5 https://bit.ly/4genDjF	
Week 2	Unit 7: Present perfect 1 (I have done) Unit 8: Present perfect 2 (I have done) Unit 9: Present perfect continuous (I have been doing) Unit 10: Present perfect continuous and simple (I have been doing and I have done) Unit 11: how long have you (been) ... ? Unit 12: for and since when .. ? and how long.. ?	Unit 111: still any more yet already Unit 112: eü0en	https://bit.ly/3AT338t	
Week 3	Unit 105: Comparative 1 (cheaper, more expensive) Unit 107: Comparative 3 (as ... as / than) Unit 108: Superlative (the longest, the most enjoyable etc.)	Unit 98: Adjectives ending in -ing and -ed Unit 99: Adjectives Unit 100: Adjectives and adverbs 1 Unit 101: Adjectives and adverbs 2	https://bit.ly/3ZbRqDq	<u>Task 1:</u> A Day in My Life & Future Plans
Week 4	Unit 5: Past simple (I did) Unit 6: Past continuous (I was doing) Unit 15: Past perfect (I had done) Unit 18: used to (do)	Unit 25: when I do and when I've done if and when	https://bit.ly/3XcwWbk https://www.englishpage.com/verbpage/verbtenseintro.html	Integrated Progress Test (Weeks 1-2-3)



Week 5	Unit 71: Countable nouns with a/an and some Unit 85 some and any Unit 87 much, many, little, few, a lot, plenty Unit 103: enough and too Unit 38: if I do ... and if I did ... Unit 39: if I knew ... I wish I knew ...	Unit 86: no/none/any nothing/nobody etc. Unit 102: so and such Unit 104: quite, pretty, rather and fairly	https://bit.ly/3z51t2K https://www.englishpage.com/articles/index.htm	Task 2: Comparing Past Experiences
Week 6	Unit 72: a/an and the Unit 73: the 1 Unit 74: the 2 (school / the school etc.) Unit 75: the 3 (children / the children) Unit 26: can, could and (be) able to Unit 31: have to and must Unit 33: should 1 (c, and d parts excluded)		https://www.perfect-english-grammar.com/modal-verbs-of-ability-exercise-1.html https://www.perfect-english-grammar.com/passive-exercises.html https://www.perfect-english-grammar.com/relative-clause-exercises.html	
Week 7	Unit 42: Passive 1 (is done / was done) Unit 92 Relative clauses 1: clauses with who/that/which Unit 93: Relative clauses 2: clauses with and without who/that/which			
Week 8	LEVEL COMPLETION TEST (All Units)			



Notes for instructors:

2551. Textbook as a Guideline and Practice Resource

- The textbook, *English Grammar in Use*, serves as a structured guideline and a valuable resource for explicit grammar practice. While it offers a comprehensive collection of exercises, **students are responsible for completing all exercises independently as part of their self-study**. This approach encourages students to take ownership of their learning and strengthens their grasp of each topic through consistent practice.
- **Instructors are not expected to cover every exercise in class**. Instead, prioritize using classroom time to focus on understanding key grammar concepts and applying them in meaningful ways.

2. Structuring Weekly Content Around Thematic Units

- The book is organized into short, digestible units, with weekly content designed to cover units that share similar themes (e.g., comparison, present tenses, modals). Each week's focus on related grammar points helps students connect and reinforce similar structures.
- **Avoid teaching directly from the textbook**; rather, view the book as a supplementary resource for explicit grammar understanding and practice.

3. Create Contextualized Presentations and Practical Applications

- Develop your own presentations and lesson plans that present the grammar points in engaging, real-life contexts. Aim to help students not only understand the rules but also **use the grammar accurately and naturally** in conversation, writing, and other practical scenarios.
- Design activities that require students to apply the grammar points in discussions, role-plays, and writing tasks, fostering an interactive and usage-focused learning environment.

4. Prioritize Key Concepts and Streamline Content

- **Focus on Core Grammar**: For each week, prioritize key grammar topics that students must master, especially those essential for communication (e.g., tenses, comparatives, modals).
- **Optional Units**: Consider skipping or briefly summarizing optional units to focus on compulsory units more intensively.
- **Integrated Practice**: Include activities that combine multiple grammar points within a single lesson (e.g., using both present and past tenses in a storytelling exercise).

5. Implement Active Learning Techniques

- **Pair and Group Work**: Use pair or small group exercises to cover more material interactively. Assign tasks that require using specific grammar points, allowing for natural practice.
- **Role-Play and Scenarios**: Create scenarios for students to practice future and present tenses (e.g., planning a trip or describing a typical day).
- **Error Correction**: Give students a sentence with errors to correct using the week's grammar topics. This helps them recognize and avoid common mistakes.



6. Effective Use of Resources and Supplementary Materials

- **Leverage Online Resources:** Integrate links provided in the syllabus, allowing students to practice outside of class and save time in lessons for focused teaching and interactive work.
- **CD-ROM and Interactive eBook:** Encourage students to use digital resources for additional practice, especially on grammar points covered briefly in class.
- **Handouts and Worksheets:** Distribute concise handouts with key rules and examples for each unit so students can reference them during practice.

7. Build in Review and Assessment Opportunities

- **Weekly Recaps:** At the start of each week, quickly review previous topics to reinforce learning. Ask students to share sentences using the previous week's grammar to solidify retention.
- **Mini-Assessments:** Incorporate brief quizzes or oral checks at the end of each week to assess understanding, especially for topics covered in Integrated Progress Tests or Level Completion Tests.
- **Targeted Review in Week 7:** Use this week to review the most challenging topics, identified through observations and mini-assessments. This targeted revision can significantly improve readiness for the Level Completion Test.

8. Encourage Self-Directed Learning and Accountability

- **Weekly Checklists:** Provide a checklist of grammar topics, asking students to self-assess their comfort level with each topic weekly.
- **Project-Based Tasks:** Encourage students to apply grammar practically by preparing for project and performance tasks over multiple weeks, especially for Task 1 and Task 2.
- **Office Hours and Support:** Promote office hours for individual or small-group clarification sessions, especially for students who need additional help.

9. Utilize Active Participation Strategies for Attendance and Engagement

- **Quick Start Exercises:** Start each lesson with a warm-up exercise related to the day's topics to encourage punctuality and get students engaged from the beginning.
- **Active Questioning:** Regularly involve students by asking questions about grammar rules and application, encouraging active engagement. For example, ask students to explain why a sentence uses a particular tense or structure.

10. Be Mindful of Potential Student Fatigue and Maintain Motivation

- **Flexible Pacing:** If certain units are more complex (like modals or relative clauses), plan to adjust pacing slightly by allocating less time to simpler units or by setting some parts as self-study.
- **Real-Life Application:** Reinforce how each grammar point relates to real-life scenarios, making the material feel relevant and motivating students to practice.



