



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 specifically designed for B1+ level students seeking to enhance their proficiency in English grammar and usage. The course emphasizes improving accuracy and versatility in the use of English through a structured series of exercises. Participants will engage in activities aimed at deepening their understanding of grammatical structures and refining their ability to use the language effectively in both written and spoken forms. Upon completion of the course, students will have developed a stronger command of English, enabling them to increase confidence and precision in various everyday and academic contexts.

2. Goal:

The primary goal of this course is to enhance students' proficiency in 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 prepared to use language structures confidently in both everyday and academic situations, with a strong foundation in the essential aspects of English usage.

3. Objectives:

This program aims to:

- deepen 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 a wider range of situations.
 - enhance students' skills in recognizing and correcting common language errors, particularly grammar and sentence structure.
 - strengthen students' ability to construct clear, coherent sentences and paragraphs, with a focus on correct syntax and punctuation.
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4. Outcomes:

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

- use the target grammar in different writing genres
- identify the role of grammatical structures in different text types
- apply key grammatical structures, such as passives, relative clauses, reported speech, in both written and spoken English.



- apply language rules to enhance the clarity and effectiveness of their communication in various contexts.
- transfer grammatical knowledge into their academic and daily speech.

5. CEFR Equivalence:

This course corresponds to a level between B1 and B2 level of the Common European Framework of Reference for Languages (CEFR), which indicates a high 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.

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, 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

- **Integrated Progress Tests: 30%**
 - These tests assess listening, reading, grammar, writing, and speaking skills, and are conducted in the 4th and 6th weeks of the course. These tests are comprehensive and are designed to measure students' progress. They are not repeatable.
- **Assignments and Class Performance: 20%**
- **Course Completion Exam: 50%**
 - 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.

Assignments

Task 1: Write three paragraphs using Passive Voice (Week 2)

- Students are asked to write three paragraphs in this assignment to practise passive structures.
- They are required to identify 3 problems they have observed on their campus and write one paragraph for each.
- In each paragraph, students should first describe the problem and their experiences using both active and passive structures.
- Then they should provide a solution to each problem using passive voice, suggesting what could be done to resolve the issue.

Task 2: Grammar Quiz Creation (Week 6)

- Students work in pairs to create a quiz for their classmates, including questions on passive voice, tag questions, and verb structures to cover the topics in week 1&2&3&4 and 5. They should include a mixture of multiple choice, fill-in-the-blanks, and sentence re-writing exercises. They will use digital tools such as Google Forms, Kahoot, Quizzez, Jotform, ChatGPT, or any other platform.
- The quiz must include at least 10 questions.
- Links to the quizzes will be shared with all other students.

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.

Key Highlights for Instructors:

Integrated Approach:

- The curriculum minimizes rote memorization of explicit grammar rules and focuses on contextual application through speaking, writing, listening, and reading. This ensures students develop practical, communicative competence.

Textbook as a Resource:

- While English Grammar in Use is comprehensive, the course emphasizes using it as a self-study guide. Classroom time is reserved for meaningful application, which fosters deeper learning.

Assessment Aligned with Integrated Skills:

- The distribution of assessment percentages (grammar comprising only 10% explicitly) reflects the program's prioritization of integrated skills over isolated grammar instruction.

Diverse Learning Modalities:

- Encouraging use of supplementary materials, interactive eBooks, and apps ensures a variety of learning tools, accommodating different learner preferences.

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.
- Grouping units with shared **themes** facilitates a more cohesive learning experience. For example, Week 2's focus on connectors (e.g., "although," "in case") provides clarity and builds connections between topics.

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.

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.

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).

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.

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.

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.

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.

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.



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.

14. Weekly Course Outline

Weeks and Themes	Contents	Supplementary Materials	Tasks and Assignments
Week 1 "Understanding the Passive Voice and Question Tags" <ul style="list-style-type: none"> ● Focus on the passive form in various tenses and its applications. ● Introduction to question tags for confirming information or seeking agreement. 	Unit 43: Passive 2 (be done / been done / being done) Unit 44: Passive 3 Unit 52: Question tags (do you? isn't it? etc.)	https://www.perfect-english-grammar.com/gerunds-and-infinitives-verbs-4.html https://test-english.com/grammar-points/b1/gerund-or-infinitive-do-to-do-doing/ https://test-english.com/grammar-points/b1-b2/would-rather-would-prefer/	
Week 2 "Mastering Verb Patterns and Preferences" <ul style="list-style-type: none"> ● Exploring verbs 	Unit 53: Verb + -ing (enjoy doing / stop doing etc.) Unit 54: Verb + to ... (decide to ... / forget to ... etc.) Unit 55: Verb (+ object) + to ... (I want you to ...) Unit 56: Verb + -ing or to ... 1 (remember, regret etc.) Unit 57: Verb + -ing or to ... 2 (try, need, help) Unit 58: Verb + -ing or to ... 3 (like / would like etc.)	https://www.perfect-english-grammar.com/passive.html https://test-english.com/grammar-points/b1-b2/passive-voice-all-tenses/	Task 1: Write three paragraphs



<p>followed by -ing or to-infinitive, including preference expressions like "would rather" and "prefer."</p>	<p>Unit 59: prefer and would rather</p>	<p>https://test-english.com/grammar-points/bl/questions-tags/</p>	
<p>Week 3 "Relative Clauses and Expressing Regrets"</p> <ul style="list-style-type: none"> Understanding advanced relative clauses for precise descriptions. Using "if I had known" and "I wish I had known" to talk about past regrets. 	<p>Unit 94: Relative clauses 3: whose/whom/where Unit 95: Relative clauses 4: extra information clauses (1)</p> <p>Unit 40: if I had known ... I wish I had known ...</p>	<p>https://www.perfect-english-grammar.com/relative-clause-exercises.html</p>	
<p>Week 4 "Introduction to Phrasal Verbs and Their Functions"</p> <ul style="list-style-type: none"> Introduction to common phrasal verbs with meanings based on 	<p>Unit 137: Phrasal verbs 1 Introduction Unit 138: Phrasal verbs 2 in/out Unit 139: Phrasal verbs 3 out Unit 140: Phrasal verbs 4 on/off (1) Unit 141: Phrasal verbs 5 on/off (2)</p>	<p>https://test-english.com/grammar-points/bl/bl-phrasal-verbs-1-exercises-explanation/</p>	<p>Progress Test on integrated skills. (Weeks 1-2-3)</p>



contexts like "in/out" and "on/off."			
Week 5 "Expanding Phrasal Verbs Usage" <ul style="list-style-type: none"> Deepening understanding of phrasal verbs, focusing on directional verbs like "up/down" and "away/back." 	Unit 142: Phrasal verbs 6 up/down Unit 143: Phrasal verbs 7 up (1) Unit 144: Phrasal verbs 8 up (2) Unit 145: Phrasal verbs 9 away/back		
Week 6 "Modal Verbs: Past and Present Possibilities" <ul style="list-style-type: none"> Using modals to express possibility, ability, and deduction in the past and present (e.g., "could," "may," "must"). 	Unit 27: could (do) and could have (done) Unit 28: must and can't Unit 29: may and might 1		Task 2: Grammar Quiz Creation



<p>Week 7</p> <p>"Reported Speech and Complex Questions"</p> <ul style="list-style-type: none"> • Practicing how to report statements and questions accurately. • Forming indirect questions for polite or formal communication. 	<p>Unit 47: Reported speech 1 (he said that ...)</p> <p>Unit 48: Reported speech 2</p> <p>Unit 50: Questions 2 (do you know where ... ? / he asked me where ...)</p>		
<p>Week 8</p>	<p>LEVEL COMPLETION TEST (All Units)</p>		

