



**ÇANAKKALE ONSEKİZ MART UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

ENGLISH PREPARATORY PROGRAMME (EPP)

2025 - 2026 ACADEMIC YEAR

B1+

USE OF ENGLISH COURSE CONTENT

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.

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.

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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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.
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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.

Course Materials

Textbook: *Understanding and Using English Grammar*, 5th Edition with *MyEnglishLab*

Supplementary Materials:

- *Understanding and Using English Grammar Workbook*, 5th Edition with Answer key
 - *Understanding and Using English Grammar*, 5th Edition's online platform -*MyEnglishLab*
 - Instructor-provided handouts and worksheets.
 - Recommended apps and online resources for additional grammar practice.
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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. Attendance is monitored by the instructors through roll calls taken during each class hour and recorded in the relevant system. You should be prepared and participate actively in class activities. 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. 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). For courses with 22 hours of instruction per week over a 7-week period, students who exceed 24 hours of absence will be considered unsuccessful in the preparation program. If a student fails to meet the attendance requirement, they must repeat the same level.

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.

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 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.

Project and Performance Tasks: 20%

Students will complete two project/performance tasks. The project assignment for the Reading & Writing course accounts for 10% of the total performance grade. The project assignment for the Listening & Speaking course accounts for 10% of the total performance grade.

Level 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 an essay appropriate to their level, and the speaking section involves oral questions assessed out of 25 points each.

Tasks: These tasks are not included in the calculation of the course success grade.

Task 1: Using Past Tense Modals and Noun Clauses (Week 3)

Students are asked to write three paragraphs in this assignment to practice past tense modals and noun clauses.

1. Explain/summarize how you become the person you are now using connectives (because of, due to, therefore, so that, however, although .. etc.)
2. Write a paragraph about a time when you made a mistake or faced a difficult situation. Explain what happened and what could have been done differently. Use past modals like should have, could have, and might have.

3. Write a paragraph about an important decision you have made or you are thinking about making. Explain what/who influenced your decision, why you think it is important to do, and what you believe the outcome will be. Use sentences like ‘What I decided to do...’, ‘The reason I chose is that ...’, etc. Try to include different types of noun clauses.

Task 2: Grammar Quiz Creation (Week 5)

- Students work in pairs to create a quiz for their classmates, including questions on verb tenses, modal verbs, noun clauses, and adjective clauses 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.
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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.

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.

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.

B1+ Weekly Course Outline

Date		Suggested Content from Workbook	Suggested Content from MyEnglishLab	Tests & Assignments
Week 1	Chapter 19: Connectives That Express Cause and Effect 19-1, 19-2 Using <i>Because of</i> and <i>Due to</i> 19-3 Cause and Effect: Using <i>Therefore</i>, <i>Consequently</i>, and <i>So</i> 19-4 Summary of Patterns and Punctuation 19-5 Other Ways of Expressing Cause and Effect: <i>Such ... That</i> and <i>So ... That</i> 19-6 Expressing Purpose: Using <i>So That</i>	Chapter 19	Chapter 19 – Grammar and Writing-Exercise 1	
Week 2	Chapter 10: Modals, Part 2 10-1, 10-2, 10-3 Expressing the Past 10-4, 10-5 Degrees of Certainty: Present Time 10-6 Degrees of Certainty: Past Time 10-7 Degrees of Certainty: Future Time 10-8 Progressive Forms of Modals	Chapter 10 *Excluding Practice 18 - 19	Chapter 10 – Video Presentations Grammar and Writing-Exercise 1	
Week 3	Chapter 12: Noun Clauses 12-1, 12-2 Noun Clauses with Question Words 12-3 Noun Clauses with <i>Whether</i> or <i>If</i> 12-4 Question Words Followed by Infinitives 12-5 Noun Clauses with <i>That</i>	Chapter 12 *Excluding Practice 13 - 14 - 15 - 16 - 17 - 18 - 19 - 20	Chapter 12 – Grammar Practice: Charts 12-1 to 12-5 Grammar and Writing-Exercise 1	Task 1: Using Past Tense Modals & Noun Clauses
Week 4	Chapter 19: Connectives That Express Contrast and Condition 19-7 Showing Contrast (Unexpected Result) 19-8 Showing Direct Contrast 19-9 Expressing Conditions: Using <i>Otherwise</i> and <i>Or (Else)</i>	Chapter 19		Integrated Progress Test Chapter 19 (*Parts 1-2-3-4-5-6) Chapter 10 Chapter 12 (Referred Parts/Charts Only)

Date		Suggested Content from Workbook	Suggested Content from MyEnglishLab	Tests & Assignments
Week 5	Chapter 13: Adjective Clauses 13-1 Pronouns Used as the Subject 13-2, 13-3 Pronouns Used as the Object 13-4 Using <i>Whose</i> 13-5 Using <i>Where</i> 13-6 Using <i>When</i> 13-8 Punctuating Adjective Clauses	Chapter 13 *Excluding Practice 17 - 20 - 21 - 22 - 23 - 24	Chapter 13 – Grammar and Writing-Exercise 1	Task 2: Grammar Quiz Creation
Week 6	Chapter 20: Conditional Sentences and Wishes 20-1, 20-2 Expressing Real Conditions in the Present or Future 20-3 Unreal in the Present or Future 20-4 Unreal in the Past	Chapter 20 *Excluding Practice 13 - 14 - 15 - 16 - 17 - 18 - 19 - 20 - 21 - 22 - 23 - 24	Chapter 20 – Grammar Practice – Charts 20-1 to 20-4: Video Presentation: Real versus Unreal Conditionals in the Present and Future	
Week 7	Chapter 11: The Passive 11-1, 11-2, 11-3 Tense Forms of the Passive and Using the Passive 11-4 The Passive Form of Modals and Phrasal Modals (a,b,c,d,e,f,g) *Past-passive form (modal + have been + past participle) NOT included-i,j,k,l) 11-7 Passive with <i>Get</i>	Chapter 11 *Excluding Practice 11 - 12 - 13 - 14 - 15 - 16 - 18 - 20 - 21	Chapter 11 – The Passive; From Grammar to Writing-Exercise 1	
Week 8	LEVEL COMPLETION TEST Chapter 10 Chapter 11 Chapter 12 Chapter 13 Chapter 19 Chapter 20 (Referred Parts/Charts Only)			

Notes for Instructors:

1. Textbook as a Guideline and Practice Resource

- The textbook, *Understanding and Using English Grammar*, 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., present tenses, present tense 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.