



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

ENGLISH PREPARATORY PROGRAMME (EPP)

2025 - 2026 ACADEMIC YEAR

B2

USE OF ENGLISH COURSE CONTENT

Course Description

This B2 Level English Grammar course is designed for learners who have a solid foundation in English and are ready to advance their grammar skills to an upper-intermediate level. The course focuses on enhancing students' understanding and application of complex grammatical structures, enabling them to communicate more accurately and fluently in both written and spoken English.

Goal

The primary goal of this course is to improve students' confidence in their language use, allowing for clearer, more precise, and more nuanced communication.

Objectives

This program aims to:

- ☐ expand students' range of grammatical structures, enabling them to express ideas more precisely and vary their language use according to context.
 - ☐ improve students' accuracy in the use of complex grammatical structures.
 - ☐ elevate students' fluency and confidence by integrating communication activities on targeted grammar structure. ____
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Outcomes

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

- ☐ use a wide range of grammatical structures accurately in complex sentences in both spoken and written English at B2 level.
 - ☐ identify and correct grammatical errors efficiently.
 - ☐ demonstrate an understanding of common mistakes and how to avoid them.
 - ☐ produce clear, accurate, and well-structured communication, utilizing appropriate grammar in a variety of academic and everyday context.
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CEFR Equivalence

This course corresponds to the B2 level of the Common European Framework of Reference for Languages (CEFR), which indicates an upper 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

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

with a common percentage.

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.

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

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.

B2 UOE Weekly Course Outline

Date	Content from Textbook	Suggested Content from Workbook	Suggested Content from <i>MyEnglishLab</i>	Tests& Assignments
Week 1	Chapter 12: Noun Clauses 12-6 Quoted Speech 12-7 Reported Speech 12-8 Reported Speech: Modal Verbs in Noun Clauses 12-9 The Subjunctive	Chapter 12 *Do Practice 13 - 14 - 15 - 16 - 17 - 18 - 19 - 20	Chapter 12 - Grammar and Writing-Exercise 1	
Week 2	Chapter 13: Adjective Clauses 13-9 Using Expressions of Quantity in Adjective Clauses 13-10 Using <i>Which</i> to modify a whole sentence 13-11 Reducing Adjective Clause to Adjective Phrases Special Workbook Section: Phrasal Verbs (page 221 through 229) - Practice 1 through Practice 8	Chapter 13 *Do Practice 20 - 21 - 22 - 23 - 24	Chapter 13 – Grammar Practice- from Exercise 21 through Exercise 26 Grammar and Writing-Exercise 1	
Week 3	Chapter 15: Gerunds and Infinitives, Part 2 15-1 <i>In order To</i> 15-2 Adjectives Followed by Infinitives 15-3 Infinitives with <i>Too</i> and <i>Enough</i> 15-4 Passive Infinitives and Gerunds: Present 15-5 Past Forms of Infinitives and Gerunds: Active and Passive 15-6 Using Gerunds or Passive Infinitives Following <i>Need</i> 15-7 Using Verbs of Perception 15-8 Using the Simple Form After <i>Let</i> and <i>Help</i> 15-9 Using Causative Verbs: <i>Make, Have, Get</i> 15-10 Using a Possessive to Modify a Gerund	Chapter 15 All Exercises	Chapter 15 – Grammar Practice: Charts 15-1 to 15-10 Video Presentation: Using a Possessive to Modify a Gerund Grammar and Writing-Exercise 1	
Week 4	REVISION: - WORKBOOK STUDIES - MY GRAMMAR LAB	All Referred Exercises	All Referred Chapters	<i>Integrated Progress Test</i> Chapter 12 Chapter 13 Chapter 15 (Referred Parts/Charts Only)

Date	Content from Textbook	Suggested Content from Workbook	Suggested Content from MyEnglishLab	Tests & Assignments
Week 5	Chapter 16: Coordinating Conjunctions 16-1, 16-2 Parallel Structure 16-3 Punctuation for Independent Clauses; Connecting Them with <i>And</i> and <i>But</i> 16-4 Paired Conjunctions: <i>Both ... And; Not Only ... But Also; Either ... Or; Neither ... Nor</i>	Chapter 16 All Exercises	Chapter 16 – Grammar Practice: Video Presentation: Punctuation for Coordinating Conjunctions Grammar Practice: Video Presentation: <i>Not Only ... But Also</i> Grammar and Writing-Exercise 1	
Week 6	Chapter 18: Reduction of Adverb Clauses to Modifying Adverbial Phrases 18-1, 18-2, 18-3 Changing Time Clauses to Modifying Adverbial Phrases 18-4 Expressing Cause and Effect in Modifying Adverbial Phrases 18-5 Using <i>Upon+ -ing</i> in Modifying Phrases	Chapter 18 All Exercises	Chapter 18 – Grammar Practice: Video Presentation: Changing <i>Because</i> and <i>When</i> to Adverbial Phrases Grammar and Writing-Exercise 1	
Week 7	Chapter 20: Conditional Sentences and Wishes 20-6 Using “Mixed Time” in Conditional Sentences 20-7 Omitting <i>If</i> 20-8 Implied Conditions 20-9 Wishes About the Present and Past 20-10 Wishes About the Future; Use of <i>Wish + Would</i>	Chapter 20 *Do practice 13 - 14 - 15 - 16 - 17 - 18 - 19 - 20 - 21 - 22 - 23 - 24	Chapter 20 – Grammar Practice – Charts 20-6 to 20-10: Video Presentation: Omitting <i>If</i> Grammar Practice – Charts 20-6 to 20-10: Video Presentation: <i>Hope</i> vs. <i>Wish</i> Grammar and Writing-Exercise 1	
Week 8	LEVEL COMPLETION TEST Chapter 12 Chapter 13 Chapter 15 Chapter 16 Chapter 18 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.