



**ERCIYES UNIVERSITY SCHOOL OF  
FOREIGN LANGUAGES  
B2 LEVEL ENGLISH PREPARATORY PROGRAM  
CURRICULUM & SYLLABUS DOCUMENT**

**1. General Information**

<b>Course Title</b>	<b>Preparatory Year English Program- B2 Level</b>	<b>LOCAL CREDIT: 0</b>
<b>Term</b>	<b>1<sup>st</sup> Quarter (7 Weeks)</b>	
<b>Department</b>	<b>School of Foreign Languages</b>	<b>ECTS CREDIT: 0</b>
<b>Instructor</b>	<b>Department Head: Asst.Prof. Aysin Kalaycı</b>	

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**2. Course Information**

**COURSE DESCRIPTION:** The main course is an academically oriented general English course that facilitates the transition from general English to academic language use for students. This course aims to enhance students' grammar, vocabulary, pronunciation, reading, writing, speaking, and listening skills through a comprehensive curriculum that offers enlightening topics and a communicative approach in the learning environment, catering to students' interests and increasing their motivation to learn.

This course encompasses a B2 level language proficiency, which is blended from the Common European Framework of Reference for Languages (CEFR) levels and includes the main course book and its supplementary resources.

**COURSE PRE-REQUISITES:** There are no official pre-requisites for this course.

Students who

- have internal motivation,
- effectively select and use learning strategies,
- have or develop learner autonomy,
- regularly attend classes,
- actively participate in whole-class, group work and pair work activities,
- make use of monolingual and bilingual dictionaries,
- extend their learning outside class by reading books, listening to music

are more likely to benefit from this course, whereas those who fail to do some or all of these would only improve their foreign language skills to the extent of the effort they make as the program is modular.

**LEARNING OBJECTIVES:** A student at the B2 level becomes proficient in many grammar topics and acquires sufficient vocabulary to converse in various fields. Similarly, their speaking and listening abilities reach a level where they can communicate with native English speakers comfortably.

After successful completion of this course, the students are expected to be able to

- follow and understand the content classes which are delivered in the medium of English.
- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- produce simple connected texts on topics which are familiar or of personal interest.
- describe experiences and events, dreams, hopes and ambitions and briefly give reasons for opinions and plans.

**LEARNING OUTCOMES:**

**Listening**

The students can

- understand conversations and lectures on topics they are knowledgeable about, even if they have complex sentences
- understand most TV programs, current discussions, and many movies with everyday dialogues.

**Speaking**

**Spoken Interaction**

The students can

- deal with most situations likely to arise whilst travelling in an area where the language is spoken
- enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

**Spoken Production**

The students can

- connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions
- briefly give reasons and explanations for opinions and plans.
- narrate a story or relate the plot of a book or film and describe reactions.
- state the pros and cons of a topic.

**Reading**

The students can

- understand texts that consist mainly of high frequency everyday or job-related language.
- understand the description of events, feelings and wishes in personal letters.
- understand texts related to everyday life, news around the world, written online material that appeal to them.
- easily understand books, stories, essays written in their level of English.

**Writing**

The students can

- write academic essays discussing causes-effects of a topic.
- write pros and cons of a given topic in an academic essay format.

## **COURSE STRUCTURE:**

- **INSTRUCTION:** Oral instruction by the lecturer in the classroom utilizing a series of skills-integrated (reading-listening-speaking-writing) course books, workbooks, audio recordings using OHP, online practice, topic-related extra material focusing on grammar, vocabulary, and communicative skills.
- **CLASSROOM INTERACTION PATTERNS:** Teacher-Students, Teacher-Student, Students- Teacher, Student-Teacher, Student-Student, Student-Students, Students-Students in the form of teacher instruction to whole class, whole class discussions, pair-work, group-work and question-answer routines through turn taking, turn allocation or initiation.
- **LESSON PROCEDURE:** Warm-up – language input (text/written dialogue/audio of a dialogue or monologue or multi-speaker conversation) – inductive learning/teaching through guided discovery with the help of concept-checking questions – further explanations with focus on form and/or meaning – guided grammar/vocabulary/communicative practice – teacher/student feedback – oral/written language production through individual, pair or group work – follow-up through critical thinking activities such as asking/answering personal opinion or preference questions, ranking or prioritizing, or having class votes.
- **READING AND LISTENING ACTIVITY TYPES:**  
**(main idea, specific detail, inference, sequencing, vocabulary)**
  - \* Open-ended questions
  - \* True false questions
  - \* Multiple-choice questions
  - \* Ordering pictures, events, paragraphs of a text

- \* Gap-filling exercises
- \* Chart-filling by note-taking
- \* Picture-text matching
- \* Word-definition matching
- \* Guessing word meaning from context
- \* Comparing and contrasting
- \* Opinion questions
- \* Critical thinking questions

- **SPEAKING ACTIVITY TYPES: (communicative tasks)**

- \* Pair questionnaires
- \* Pair interviews based on information gap
- \* Open-ended questions
- \* Opinion questions
- \* Compare/contrast questions
- \* Prioritizing items, giving reasons and examples
- \* Real-life related personal questions
- \* Group discussions

- **WRITING ACTIVITY TYPES: (Sample – Analysis – Useful phrases – Pre-writing – Writing task – Feedback – Editing – Rewriting)**

- \* Essays: cause-effect and argumentative types

## **GENERAL LINGUISTIC RANGE:**

- The main course and its components provide a sufficient range of language which enables students to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.
- The main course and its components provide students with enough language to get by, with sufficient vocabulary to express themselves on topics such as family, hobbies and interests, work, travel, and current events.

## VOCABULARY RANGE

- The main course and its components provide students with a sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.

## **VOCABULARY: taught and learned through systematic expansion of topic based lexical areas;**

The vocabulary covered in the main course has a wide scope such as books and films, family, food, the weather and seasons, personality, health, work, sport, transport, travel, education, business, cinema, music, culture, daily routine, months, the house, food containers, city holidays, technology, phones, the internet, etc.

## VOCABULARY CONTROL

- Students who regularly attend courses and meet the expectations of the course are expected to demonstrate a good command of B2-level vocabulary.

## GRAMMATICAL ACCURACY

- Students who achieve proficiency at the B2 level are equipped to communicate with a commendable degree of accuracy in familiar contexts.
- A B2-level student uses a repertoire of frequently employed routines and patterns with reasonable accuracy in more predictable situations.

## **GRAMMAR: taught and learned inductively in various contexts**

**The Tense System** → auxiliary verbs, full verbs, the simple aspect, the continuous aspect, the perfect aspect, active and passive

**Present Perfect** → present perfect simple and continuous

**Narrative Tenses** → past simple, past continuous, past perfect, time clauses

**Questions & Negatives** → question forms, indirect questions, negative questions

**Future Forms** → will & going to, present continuous (arrangements), present simple (timetables), future continuous, future perfect

**Expressions of Quantity** → expressing quantity with countable and uncountable nouns

**Modals and Related Verbs** → modal auxiliary verbs, modal auxiliary verbs of probability present and future

**Relative Clauses** → relative pronouns, defining and non-defining relative clauses, present & past participles

**Expressing Habit** → present simple, present continuous, will & would, used to, be/get used to + noun or + v. *ing*

**Modal Verbs of Probability in the Past** → modal auxiliary verbs 2, other uses of modal verbs in the past

**Hypothesizing** → first & second conditionals, third conditional, other structures that express hypothesis

**Articles and Determiners** → determiners, articles

## PHONOLOGICAL CONTROL

- A B2-level student is expected to have a pronunciation that is clearly intelligible in general, though a foreign accent may sometimes be slightly evident.

## ORTHOGRAPHIC CONTROL

- A B2-level student is expected to produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.

## **COURSE MATERIAL:**

- Oxford: Headway 5<sup>th</sup> Edition
  - Upper-intermediate

**GRADING:**

- Use of English Exam (Grammar and Vocabulary): 15%
- Reading Exam: 10%
- Listening Exam: 10%
- Writing Exam: 10%
- Speaking Exam: 10%
- Project (class presentation): 5%
- Online Practice (LMS): 5%
- In-Class Participation: 5%
- Quizzes: (CBx2-Reading-Listening): 20%
- In-Class Writing: 10%

Level Exit Exam pass grade (CGPA): 70

**Students who fail to secure the required CGPA (Cumulative Grade Point Average) take the two-staged Proficiency exam.**

- Use of English (50 %)
- Listening (15 %)
- Writing (15 %)
- Speaking (20 %)

**Proficiency pass grade:70**

First Stage: Use of English > 70 Second stage:

- Speaking > 60
- Writing > 60
- Listening > 60

Pass grade average is 70 for both stages

**READING:** Taught and learned through engaging and stimulating texts of various authentic types exposing students to new vocabulary and consolidating grammar

The reading skills of skimming for main idea, scanning for specific details, making inferences, identifying references, and guessing meaning from context are aimed to be improved through a variety of activity types.

**SPEAKING:** Communicative tasks are done about topics that will motivate students to speak providing them with key words and phrases necessary to discuss the topic and time to organize their thoughts before speaking.

Through such speaking activities as pair, group and class discussions, debates, individual and group presentations, it is aimed to make students feel a sense of progress and see that the number of situations in which they can communicate effectively is growing by engaging them to do communicative tasks where they can use their knowledge of language to express their personal ideas, opinions and experiences.

**LISTENING:** Confidence-building, achievable tasks are done using interesting reading- and speaking- integrated listening material providing students with authentic spoken language such as monologues, dialogues in the form of interviews and conversations.

The skills of listening for gist, listening for specific details, making inferences, identifying tone, style, and register, and guessing meaning from context are aimed to be improved through a variety of activity types.

**WRITING:** Writing tasks are done using clear models to raise awareness of register (style), structure, and fixed phrases with a focus on 'micro' writing skills.

Through writing tasks, it is aimed to equip students with skills to be able to communicate in writing for personal and academic purposes (informal pieces of writing & formal pieces of writing such as, cause-effect, argumentative essays)

**FUNCTIONAL ENGLISH / EVERYDAY ENGLISH:** Mainly audio- activities are done to expose students to authentic speech that could be encountered in a variety of everyday situations such as checking in at a hotel/the airport and buying clothes / food & drink.

Through activities focusing on various functions such as asking for/giving personal information, agreeing & disagreeing, asking for /giving opinions, making suggestions, it is aimed to equip students with what to say in typical social / real life situations and help them get used to listening to natural language.

### 3. SYLLABUS

#### 3.1 B2 MAIN COURSE SYLLABUS FOR 2024-2025

WEEK	DURATION	CONTENT	LEARNING OBJECTIVES
WEEK 1	20 HOURS	Upper – Int. UNIT 1 – 2 (pp.9-23)  HEADWAY 5 <sup>TH</sup> edition  <b>Unit 1: Home&amp; away</b>          <b>Unit 2: The ends of the earth</b>	<b>UNIT 1</b> <ul style="list-style-type: none"> <li>Identifying and comparing a range of past, present and future tenses in both active and passive forms</li> <li>The tense system → use of auxiliary verbs</li> <li>Tense review→ The use of tenses; present simple, present continuous, past simple, past continuous, present perfect, present perfect continuous</li> <li>Active &amp; passive sentences</li> <li>Identifying tenses</li> <li>Informal language → Leaving out words to sentences sound more informal</li> <li>Listening for prediction</li> <li>Working out meaning from context</li> <li>Vocabulary → Combining two words to form compound nouns and adjectives</li> <li>Everyday English → Casual conversations</li> </ul> <b>UNIT 2</b> <ul style="list-style-type: none"> <li>Introduction to the present perfect tense</li> <li>How to use the present perfect simple and continuous</li> <li>Asking questions by using the given prompts</li> <li>Identifying the difference between the present perfect simple and continuous</li> </ul>
WEEK 2	20 HOURS	Upper – Int. UNIT 2 – 4 (pp. 24 - 43)  <b>Unit 2: The ends of the earth</b>          <b>Unit 3: The kindness of strangers</b>	<b>UNIT 2</b> <ul style="list-style-type: none"> <li>Pre-reading activity leading students to make predictions</li> <li>Reading comprehension questions</li> <li>Focusing and working out the meaning of the highlighted words in the text</li> <li>Students are expected to define the phrase “bucket list” before a listening activity related to it.</li> <li>How/where to use fillers in spoken English</li> <li>Vocabulary → Identifying the difference between “make” and “do”</li> <li>Students find out about phrasal verbs starting with “make” and “do”.</li> <li>Everyday English → Students learn about how to talk about places.</li> </ul> <b>UNIT 3</b> <ul style="list-style-type: none"> <li>Narrative tenses → Past simple and continuous and past perfect simple and continuous in both active and passive forms</li> <li>Students learn how to use time clauses with narrative tenses</li> <li>Students practice how to rewrite sentences using the appropriate narrative tense</li> <li>Spoken English → students learn how to give and react to news in spoken English</li> </ul>





			<ul style="list-style-type: none"> <li>● Expressions of quantity → students learn how to use small and large quantity words along with countable and uncountable nouns.</li> <li>● Further practice on countable and uncountable nouns used with quantity word.</li> <li>● Spoken English → use “loads of”, “stacks of” in informal English</li> <li>● Vocabulary &amp; pronunciation → students are exposed to two-syllable words which can be stressed in different ways, according to whether they are nouns, adjectives or verbs.</li> <li>● Students listen to a recording about “advertisements” and are asked to write their own advert and act it out.</li> <li>● Everyday English → Students learn about different business expressions and how to read numbers in different contexts.</li> </ul>
<b>WEEK 4</b>	20 HOURS	Upper - Int. <b>UNIT 7 - 8</b> (pp. 69 - 88)  <b>Unit 7: Let there be Love</b>   <b>Unit 8: Going to extremes</b>	<b>UNIT 7</b> <ul style="list-style-type: none"> <li>● Students find out about present modal auxiliary verbs and how/where to use them</li> <li>● Expressing present and future probability using the modals.</li> <li>● Related exercises on the modal auxiliaries.</li> <li>● Students also learn other related verbs which are used to express probability, permission, obligation...etc. → “able to”, “bound to”, “had better” ...etc.</li> <li>● Spoken English → Echo questions</li> <li>● Reading → Students are taught how to tackle reference questions.</li> <li>● Students learn to retell a story using the prompts given.</li> <li>● Vocabulary → Students learn various meanings of “get” and followed by phrasal verbs with “get”.</li> <li>● Everyday English → Exaggeration and understatement; Students learn some sentences showing exaggeration</li> </ul> <b>UNIT 8</b> <ul style="list-style-type: none"> <li>● A brief exercise inquiring whether students remember the use of relative pronouns from the previous levels.</li> <li>● Students learn or remember what relative pronouns are and where and how to use them.</li> <li>● Relative clauses are introduced within a text asking students to match the missing parts of the text with a relative clause.</li> <li>● Defining and non- defining relative clauses are further taught as the main grammar subject of the unit.</li> <li>● An intro. to present and past participles</li> <li>● Students find out about how to talk about extreme temperatures using some adverbs.</li> <li>● Spoken English → Students learn “adding a comment” by using another aspect of the relative clause.</li> <li>● Vocabulary and pronunciation → Adverb collocations; extreme adjectives and the use of “very” &amp; “absolutely”</li> <li>● Everyday English → learn exclamations beginning with “How” or “What”</li> </ul>
<b>WEEK 5</b>	20 HOURS	Upper - Int. <b>UNIT 9 - 10</b> (pp. 89 - 108) <b>Unit 9: The good old days</b>	<b>UNIT 9</b> <ul style="list-style-type: none"> <li>● A small matching exercise checks whether students remember how to express past habit in different ways.</li> <li>● Students learn how to express their habits in the past in various forms. → “used to”, “be used to”, “get used to”</li> <li>● “used to” vs “would” → students find out about the difference between these two.</li> </ul>

		<p><b>Unit 10: Over my dead body</b></p>	<ul style="list-style-type: none"> <li>● Listening → Students are asked to talk about the pictures in pairs as a pre-listening activity.</li> <li>● Spoken English → Adjective intensifiers</li> <li>● Vocabulary → Homonyms and Homophones</li> <li>● Everyday English → Moans and groans; students learn how to complain about something and how to respond to various complaints.</li> </ul> <p><b>UNIT 10</b></p> <ul style="list-style-type: none"> <li>● Modal verbs of probability in the past → Students are here re-introduced to the modal verbs, but they learn how to use past modals this time.</li> <li>● Modal verbs of probability in the past or past modals are further dealt within the reading and the following exercises.</li> <li>● Spoken English → Expressions with modals</li> <li>● Listening and Pronunciation → Students listen to a poem and then answer the questions that come afterwards. A gap filling exercise follows the listening asking students to write the missing words in the gaps. Students are asked to write their own poems.</li> <li>● Vocabulary → Metaphors and idioms</li> <li>● Everyday English → Stress and intonation in sentences.</li> </ul>
<b>WEEK 6</b>	20 HOURS	<p>Upper - Int. - <b>UNIT 11</b>  (pp. 109 - 118)</p> <p><b>Unit 11: Just suppose</b></p>	<p><b>UNIT 11</b></p> <ul style="list-style-type: none"> <li>● Hypothesizing → students learn how to use conditional sentences. Conditional type 1, type 2 and type 3 are taught as grammar subject either separately as a subject matter and within the unit integrated in reading and listening exercises.</li> <li>● Students are also taught how to express “wishes” and “past regrets” using “wish clause”, “would”, “if only”.</li> <li>● Students are asked to talk about their past regrets and to state their present wish as things, they want to be different.</li> <li>● Spoken English → Expressions with <i>if</i></li> <li>● Vocabulary and Pronunciation → students are introduced to some word pairs and linking sounds between words</li> <li>● Everyday English → Linking and commenting</li> </ul>
<b>WEEK 7</b>	20 HOURS	<p>Upper - Int. – <b>UNIT 12</b>  (pp. 119 - 128)</p> <p><b>Unit 12: About time</b></p>	<p><b>UNIT 12</b></p> <ul style="list-style-type: none"> <li>● Articles and determiners → Students start with a brief exercise asking them to use the correct “article” depending on their previous knowledge.</li> <li>● Students then are required to find the given determiners in the text and the nouns that follow these determiners.</li> <li>● Determiners and articles are further dealt with comprehensively as the main subject matter of the unit.</li> <li>● Spoken English → <i>A bit of this and that!</i></li> <li>● The various pronunciations of the definite article <i>the</i> is taught.</li> <li>● Students are asked to talk about their body clock in the Reading and Speaking section. Students talk about various statements within the section.</li> <li>● Vocabulary and listening → Expressions with <i>life</i> and <i>time</i></li> <li>● Everyday English → Making your point; Students are required to hold a class debate on one of the provided topics discussing the pros and or cons of one of these topics</li> </ul>

### 3.2 B2 WRITING COURSE SYLLABUS FOR 2024-2025

WEEK	DURATION	CONTENT	LEARNING OBJECTIVES
WEEK 1 23-27 Sept.	3 Hours	Introduction (p.1-6) & Argumentative essay	<ul style="list-style-type: none"> <li>● Choosing a topic</li> <li>● Brainstorming</li> <li>● Writing an outline</li> <li>● An introduction to an argumentative essay</li> <li>● Structure of an an argumentative essay</li> </ul>
WEEK 2 30 Sept.-04 Oct.	3 Hours	Argumentative essay (p.7-14)	<ul style="list-style-type: none"> <li>● Analyzing a sample argumentative essay</li> <li>● Practicing argumentative essay paragraphs</li> <li>● Persuading the reader of an opinion about something</li> <li>● Arguing writer’s point, giving reasons to support it, and trying to convince the reader</li> <li>● Step by step writing exercise</li> </ul>
WEEK 3 07-11 Oct.	3 Hours	Argumentative essay (p.15-23) & Writing	<ul style="list-style-type: none"> <li>● Brainstroming about the pros &amp; cons</li> <li>● Preparing an outline for an essay</li> <li>● Writing an argumentative essay</li> </ul>
WEEK 4 14-18 Oct.	3 Hours	Feedback on Argumentative essay + Cause and effect essay (p.24-26)	<ul style="list-style-type: none"> <li>● Students get some feedback from the essays they wrote the previous week and common mistakes are analyed in class</li> <li>● An introduction to a cause&amp;effect essay</li> <li>● The organization of a cause&amp;effect essay</li> <li>● Studying an example essays</li> <li>● Analyzing the ways in which several effects result from a particular cause</li> <li>● Analyzing the ways in which several causes lead to a particular effect</li> </ul>
WEEK 5 21-25 Oct.	3 Hours	Cause and effect essay (p.27-34)	<ul style="list-style-type: none"> <li>● Brainstorming for two methods</li> <li>● Practicing paragraphs</li> <li>● Analyzing a sample essay</li> <li>● Using transitions and connectors that indicate causation or effect</li> <li>● Brainstorming the pros &amp; cons of a topic</li> <li>● Preparing an outline for an essay</li> <li>● Step by step writing exercise</li> </ul>
WEEK 6 31 Oct.– 3 Nov.	3 Hours	Cause and effect essay (p.35-40)	<ul style="list-style-type: none"> <li>● Constructing the body paragraphs of a cause&amp;effect essay</li> <li>● Writing a cause-and-effect essay</li> </ul>
WEEK 7 04 Oct.-08 Nov.	3 Hours	Feedback on cause and effect essay + Self Evaluation (p.41-43)	<ul style="list-style-type: none"> <li>● Feedback on students’ essays</li> <li>● Analyzing two completed versions of an essay</li> <li>● Self evaluation &amp; writing process analyze</li> </ul>

