



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

1. General Information

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

School of Foreign Languages, Erciyes University, Kayseri, TURKEY
E-mail: ademir@erciyes.edu.tr Web Page: ydyo.erciyes.edu.tr

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 prerequisites 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

They 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 that 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, and written online material that appeals to them.
- easily understand books, stories, and essays written at their level of English.

Writing

The students can

- write academic essays discussing causes and 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, and 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 the 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 the 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-and-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 that is generally intelligible throughout. Spelling, punctuation, and layout are accurate enough to be followed most of the time.

COURSE MATERIAL:

- Oxford: Headway 5th 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 the 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-and-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, and 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 (pp.8-18) SPEAK OUT Unit 1: IDENTITY	UNIT 1 <ul style="list-style-type: none"> ● Can understand main points and check comprehension by using contextual clues. ● Can describe people's personality and emotions in some detail. ● Can plan what is to be said and the means to say it, considering the effect on the recipient. ● Can tell a short story about something funny or interesting that has happened ● Can correctly use defining (restrictive) and non-defining (non-restrictive) relative clauses ● Can distinguish between present perfect simple and continuous. ● Can use verb phrases with 'to' + infinitive as subject and complement. ● Can use 'while', 'whereas', and 'whilst' (Br Eng) to contrast and compare actions and situations
WEEK 2	20 HOURS	Unit 2: DIFFERENT WORLDS Upper – Int. UNIT 2 (pp. 19 - 30)	UNIT 2 <ul style="list-style-type: none"> ● Can refer to certainty and probability using 'certain/likely/due to with verb phrases. ● Can distinguish between relevant and irrelevant content in extended informal speech. How to use the present perfect simple and continuous ● Can distinguish supporting details from the main points ● Can correctly use 'little/a little' and 'few/a few to refer to quantities with mass and count nouns, respectively. ● Can form adjectives from verbs and nouns with common suffixes ● Can write a structured text clearly signaling main points and supporting details. Students are expected to define the phrase “bucket list” before a listening activity related to it. ● Can compare and evaluate ideas in a structured and logical text. ● Vocabulary → Identifying the difference between “make” and “do” ● Can speculate about causes, consequences, or hypothetical situations

[illegible]

		<p>Unit 5: WORK (pp. 55 – 66)</p>	<ul style="list-style-type: none"> ● Can use language related to duration ● Can bring relevant personal experiences into a conversation to illustrate a point. ● Can justify and sustain views clearly by providing relevant explanations and arguments. ● Can develop an argument giving reasons <p>UNIT 5</p> <ul style="list-style-type: none"> ● Can write a brief standard report conveying factual information, stating reasons for actions. ● Can give a structured written explanation of a problem. ● Can use the past perfect continuous in a range of common situations. ● Can use language related to a point or a period of time ● Can talk about past plans and intentions using "(not) meant/supposed to + infinitive. ● Can express past intentions and plans with 'thinking of and verbs in the gerund.. ● Can use language related to work activities. ● Can use language related to telephoning and making calls.
WEEK 5	20 HOURS	<p>Upper - Int. UNIT 6: PSYCHOLOGY (pp. 67 - 78)</p>	<p>UNIT 6:</p> <ul style="list-style-type: none"> ● Can recognize the repetition of ideas expressed by substitution, paraphrasing, ● Can present his/her ideas in a group and pose questions ● Can use 'need' with verbs in the gerund to express necessity ● Can express prohibition in the present or future with 'forbid' and '(not) allow. ● Can distinguish between fact and opinion in informal discussion at natural speed. ● Can follow a natural group discussion, but may find it difficult to participate effectively ● Can use language related to reporting. ● Can use stock phrases to gain time and keep the turn whilst formulating what to say a reports orders, requests, and advice with infinitive clauses

WEEK 6	20 HOURS	Upper - Int. - UNIT 7: TALENT (pp. 79 - 91)	UNIT 7: <ul style="list-style-type: none"> ● Can recognize the use of cohesive devices to link ideas ● Can talk about possibilities in the past with precision. ● Can use 'may'/'might (+not) have...' to talk about past possibilities. ● Can show degrees of agreement using a range of language ● Can follow the stages of a complex process described using non-technical language. ● Can describe how to do something. ● Can use adverbials such as 'however, on the other hand', and 'though' to express concession. ● Can make concepts on subjects in his/her fields of interest more accessible by giving concrete examples
WEEK 7	20 HOURS	Upper - Int. - UNIT 7: TALENT (pp. 79 - 91) UNIT 8: COMMUNITY (pp. 91 - 104)	<ul style="list-style-type: none"> ● Can make new information more accessible by using repetition and adding illustrations. ● Can use language related to exemplifying and explaining. UNIT 8 <ul style="list-style-type: none"> ● Can recognize contrasting arguments in structured, discursive text. ● Can identify the main conclusions in a text ● Can express their opinions in discussions on contemporary social issues. ● Can write a letter of application with appropriate register, conventions and supporting detail. ● Can order a sequence of events using an appended clause with present participle or 'having' + past participle ● Can understand TV documentaries, interviews, plays and most films in standard speech. ● Can outline an issue or problem clearly. ● Can use a range of complex conjunctions in conditional statements. ● Can use language related to get or give. ● Can use language related to expressing vagueness or approximation.

3.2 B2 WRITING COURSE SYLLABUS FOR 2025-2026

WEEK	DURATION	CONTENT	LEARNING OBJECTIVES
WEEK 1 23-27 Sept.	3 Hours	Introduction (p.1-6) & Opinion essay	<ul style="list-style-type: none"> ● Choosing a topic ● Brainstorming ● Writing an outline ● An introduction to an opinion essay
WEEK 2 30 Sept.-04 Oct.	3 Hours	Opinion essay (p.7-13)	<ul style="list-style-type: none"> ● Analyzing a sample opinion essay ● Practicing opinion essay paragraphs ● Supporting the writer's point, giving reasons to support it, and trying to convince the reader ● Step-by-step writing exercise ● Preparing an outline for an essay
WEEK 3 07-11 Oct.	3 Hours	Opinion essay (p.14-22) Feedback on Opinion essay	<ul style="list-style-type: none"> ● Writing an opinion essay
WEEK 4 14-18 Oct.	3 Hours	Cause and effect essay	<ul style="list-style-type: none"> ● Brainstorming ● Practicing paragraphs ● Analyzing a sample essay ● Using transitions and connectors that indicate causation or effect
WEEK 5 21-25 Oct.	3 Hours	Cause and effect essay (p.31-38)	<ul style="list-style-type: none"> ● Constructing body paragraphs of a cause-and-effect essay ● Preparing an outline for an essay ● Step-by-step writing exercise
WEEK 6 31 Oct.– 3 Nov.	3 Hours	Cause and effect essay (p.31-38) Feedback on Cause-and-Effect Essay	<ul style="list-style-type: none"> ● Writing a cause-and-effect essay
WEEK 7 04 Oct.-08 Nov.	3 Hours	Self Evaluation & Portfolio Check (p.39)	<ul style="list-style-type: none"> ● Self-evaluation