



YABANCI DİLLER YÜKSEKOKULU
YABANCI DİLLER BÖLÜMÜ
İNGİLİZCE HAZIRLIK PROGRAMI

PROGRAM KILAVUZU

2025-2026

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GENEL BİLGİLER

Program Adı	- Zorunlu ve İsteğe Bağlı İngilizce Hazırlık
Programın Kısa Tarihçesi	-Yabancı Diller Yüksekokulu 2002 yılında Taşlıçiftlik Yerleşkesinde(kampüs) kurularak Eğitim-Öğretim faaliyetlerine başlamıştır. Eğitimini 04.12.2008 tarih ve 27074 sayılı Resmi Gazetede yayımlanan Yükseköğretim Kurumlarında Yabancı Dil Eğitim-Öğretim ve Yabancı Diller Eğitim-Öğretim Yapılmasında Uygulanacak Esaslara İlişkin Yönetmeliğe dayanılarak, Yabancı Dilde ve İsteğe Bağlı İngilizce Hazırlık Eğitim-Öğretim ve Sınav Yönergesine uygun olarak Eğitim-Öğretim ve idari hizmetlerini yürütmektedir
Programın Amacı	-Yabancı Diller Yüksekokulu, Üniversitemizin belirlediği yabancı dil politikası doğrultusunda yabancı dil eğitim-öğretimini yürüterek, gelecekte öğrencilerin mesleki yaşamlarında, akademik çalışmalarını sürdürmede, yabancı dilin iletişim aracı olarak kullanıldığı çevrelerde kendilerini ifade edebilmelerinde gerekli olan bilgi ve Becerilerini üst düzeye çıkarmayı ve bu hedefe ulaşmayı sağlayan stratejileri kazandırmayı amaçlamaktadır.
Yüksekokul Müdürü	Prof. Dr. Ayla OĞUZ
Müdür Yardımcıları	Öğretim Gör. Muhsin MUMCU, Öğretim Gör. Mustafa ÇİĞDEM
Yüksekokul Sekreteri	Orhan SEÇKİN

Mezuniyet Koşulları

-Yabancı Diller Yüksekokulu bünyesinde zorunlu ve isteğe bağlı hazırlık olmak üzere iki farklı İngilizce eğitimi programı bulunmaktadır. Zorunlu hazırlığa devam etmesi gereken öğrenciler; Fen-Edebiyat Fakültesi İngiliz Dili-Edebiyatı bölümünü ile Eğitim Fakültesi İngiliz Dili Eğitimi bölümünü kazanan öğrencilerdir. Bu öğrencilerin bölümlerine geçebilmeleri için İngilizce hazırlık programını tamamlamaları gerekmektedir. Programı başarıyla tamamlamak ise şu şartlara bağlıdır.

Zorunlu hazırlık sınıfından başarılı olmak için öğrencilerin en az B1+ kurunu başarı ile tamamlamaları gerekmektedir.

Sınavların Değerlendirilmesi ve Başarı Notu

Öğrenciler her kurda yapılan aşağıda belirtilen sınavlara girerler ve bu sınavlardan aldıkları notların belirtilen yüzdelerinin toplamı her kur için en az 70 olmalıdır. Bu sınavlar şunlardır:

- . Quiz (% 15)
- . Arasınav (%20)
- . Yazma Becerileri için Portfolio (%10)
- . Sunum Yapma (%10)
- . Online Ödev Yapma (%5)
- . Kur Tamamlama Sınavı (%40)

Bir kur döneminde başarısız olan öğrenciler, başarısız oldukları kuru tekrar etmek zorundadırlar.

İletişim: ydyo@gop.edu.tr 0.356.2521616 / 2501-2506 (Sekreterlik)

2025-2026 Akademik Yılı Yabancı Diller Yüksekokulu Akademik Takvimi

15 Eylül 2025	Yeterlilik Sınavı I. Aşama (Proficiency Exam – Written Exam)
16 Eylül 2025	Yeterlilik Sınavı II. Aşama (Proficiency Exam – Listening/Writing/Speaking)
18 Eylül 2025	Seviye Tespit Sınavı (Placement Test)
19 Eylül 2025	Oryantasyon
22 Eylül 2025	Kur Başlangıcı (I)
24 Ekim 2025	Arasınnav
10-14 Kasım 2025	Kur Tamamlama Sınavları (I)
17 Kasım 2025	Kur Başlangıcı (II)
19 Aralık 2025	Arasınnav
27 Aralık 2025- 31 Ocak 2026 Yarıyıl Tatili	
02-06 Şubat 2026	Kur Tamamlama Sınavları (II)
09 Şubat 2026	Kur Başlangıcı (III)
13 Mart 2026	Arasınnav
06-10 Nisan 2026	Kur Tamamlama Sınavları (III)
13 Nisan 2026	Kur Başlangıcı (IV)
15 Mayıs 2026	Arasınnav
08-12 Haziran	Kur Tamamlama Sınavları (IV)

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PROGRAM YETERLİKLERİ

- PY1 - Dil öğrenme stratejilerini etkili şekilde kullanabilme Becerileri
- PY2 - Dile özgü kavramları ve kavramlar arasındaki ilişkileri kavrayabilme Becerileri
- PY3 - Dil öğrenmeye ilişkin kavram ve süreçleri çözümlenemeyebilme Becerileri
- PY4 - İngilizce dil yetilerini sürekli geliştirme Becerileri
- PY5 - Bireysel ve grup çalışmalarında sorumluluk alabilme ve alınan görevi etkin bir şekilde yerine getirme Becerileri.
- PY6 - Yabancı dilde dinlediği veya izlediği bir metni anlama Becerileri
- PY7 - Not alma tekniği kullanarak bir dinleme ya da izleme eylemi sonucu içerikle ilgili sınıflandırma yapma Becerileri
- PY8 - Vurgu ve tonlama farklılıklarına göre tümcelerde anlamı ayırt etme Becerileri
- PY9 - Yabancı dilde okuduğunu anlayama ve kavrayama Becerileri
- PY10 - Yabancı dilde okuduğunu not alma Becerileri
- PY11 - Okudukları metne dayalı yorum yapma ve soru sorma Becerileri
- PY12 - Çeşitli konularda sözlü olarak diyalog kurma Becerileri
- PY13 - Günlük konuşma terimlerini uygun ortamlarda etkili bir biçimde kullanma Becerileri
- PY14 - Çeşitli konularda tartışmaya katılabilme ve tartışma başlatabilme Becerileri
- PY15 - Yazmaya hazırlık tekniklerinin temel özelliklerini kavrama Becerileri
- PY16 - Paragrafın bütünsel yapısını analiz etme Becerileri
- PY17 - Paragrafın yapısal düzenini destekleyen tümceleri tanıma Becerileri
- PY18 - Yazılı olarak paragraf düzeyinde betimleme yapma Becerileri

HAZIRLIK PROGRAMI DERSLERİ

A1 Seviyesi Sınıflar İçin

Ders Kodu	Ders Adı	Ders Saati		Dersi Veren Öğretim Üyeleri
		Teorik	Uygulama	
YDYO 101	İngilizce Dil Bilgisi	6		İng. Hazırlık eğitimi veren tüm öğretim görevlileri
YDYO103	İngilizce Konuşma Becerileri	2		"
YDYO105	İngilizce Yazma Becerileri	2		"
YDYO102	İngilizce Okuma Becerileri	6		"
YDYO104	İngilizce Dinleme Becerileri	6		"

A2 Seviyesi Sınıflar İin

Ders Kodu	Ders Adı	Ders Saati		Dersi Veren Öğretim Üyeleri
		Teorik	Uygulama	
YDYO 101	İngilizce Dil Bilgisi	6		İng. Hazırlık eğitimi veren tüm öğretim görevlileri
YDYO103	İngilizce Konuşma Becerileri	2		"
YDYO105	İngilizce Yazma Becerileri	2		"
YDYO102	İngilizce Okuma Becerileri	6		"
YDYO104	İngilizce Dinleme Becerileri	6		"

B1 Seviyesi Sınıflar İin

Ders Kodu	Ders Adı	Ders Saati		Dersi Veren Öğretim Üyeleri
		Teorik	Uygulama	
YDYO 101	İngilizce Dil Bilgisi	6		İng. Hazırlık eğitimi veren tüm öğretim görevlileri
YDYO103	İngilizce Konuşma Becerileri	2		"
YDYO105	İngilizce Yazma Becerileri	2		"
YDYO102	İngilizce Okuma Becerileri	6		"
YDYO104	İngilizce Dinleme Becerileri	6		"

B1+ Seviyesi Sınıflar İin

Ders Kodu	Ders Adı	Ders Saati		Dersi Veren Öğretim Üyeleri
		Teorik	Uygulama	
YDYO 101	İngilizce Dil Bilgisi	6		İng. Hazırlık eğitimi veren tüm öğretim görevlileri
YDYO103	İngilizce Konuşma Becerileri	2		"
YDYO105	İngilizce Yazma Becerileri	2		"
YDYO102	İngilizce Okuma Becerileri	6		"
YDYO104	İngilizce Dinleme Becerileri	6		"

B2 Seviyesi Sınıflar İin

Ders Kodu	Ders Adı	Ders Saati		Dersi Veren Öğretim Üyeleri
		Teorik	Uygulama	
YDYO 101	İngilizce Dil Bilgisi	6		İng. Hazırlık eğitimi veren tüm öğretim görevlileri
YDYO103	İngilizce Konuşma Becerileri	2		"
YDYO105	İngilizce Yazma Becerileri	2		"
YDYO102	İngilizce Okuma Becerileri	6		"
YDYO104	İngilizce Dinleme Becerileri	6		"

A1 Seviyesi Sınıflar İin Haftalık Program rneęi

	23/09/2024 Pazartesi	24/09/2024 Salı	25/09/2024 arşamba	26/09/2024 Perşembe	27/09/2024 Cuma
08:15 09:00	Okuma Becerileri (H.A.)	Okuma Becerileri (H.A.)	Dil Bilgisi (M.Ş.)	Dinleme Becerileri (H.T.P.)	
09:15 10:00	Okuma Becerileri (H.A.)	Okuma Becerileri (H.A.)	Dil Bilgisi (M.Ş.)	Dinleme Becerileri (H.T.P.)	
10:15 11:00	Okuma Becerileri (H.A.)	Konuşma Becerileri (H.A.)	Dil Bilgisi (M.Ş.)	Dinleme Becerileri (H.T.P.)	
11:15 12:00	Okuma Becerileri (H.A.)	Konuşma Becerileri (H.A.)	Dil Bilgisi (M.Ş.)	Dinleme Becerileri (H.T.P.)	
13:15 14:00	Yazma Becerileri (H.T.P.)	Dil Bilgisi (M.Ş.)	Dinleme Becerileri (H.T.P.)		
14:15 15:00	Yazma Becerileri (H.T.P.)	Dil Bilgisi (M.Ş.)	Dinleme Becerileri (H.T.P.)		
15:15 16:00					
16:15 17:00					

A2 Seviyesi Sınıflar İin Haftalık Program rneęi

	23/09/2024 Pazartesi	24/09/2024 Salı	25/09/2024 arşamba	26/09/2024 Perşembe	27/09/2024 Cuma
08:15 09:00	Okuma Becerileri (T.M.)	Okuma Becerileri (T.M.)	Dil Bilgisi (.D.G)	Dinleme Becerileri (B.T.)	
09:15 10:00	Okuma Becerileri (T.M.)	Okuma Becerileri (T.M.)	Dil Bilgisi (.D.G)	Dinleme Becerileri (B.T.)	
10:15 11:00	Okuma Becerileri (T.M.)	Yazma Becerileri (T.M.)	Dil Bilgisi (.D.G)	Dinleme Becerileri (B.T.)	
11:15 12:00	Okuma Becerileri (T.M.)	Yazma Becerileri (T.M.)	Dil Bilgisi (.D.G)	Dinleme Becerileri (B.T.)	
13:15 14:00		Konuşma Becerileri (B.T.)	Dil Bilgisi (.D.G)	Dinleme Becerileri (B.T.)	
14:15 15:00		Konuşma Becerileri (B.T.)	Dil Bilgisi (.D.G)	Dinleme Becerileri (B.T.)	
15:15 16:00					
16:15 17:00					

B1 Seviyesi Sınıflar İin Haftalık Program rneęi

	23/09/2024 Pazartesi	24/09/2024 Salı	25/09/2024 arşamba	26/09/2024 Perşembe	27/09/2024 Cuma
08:15 09:00	Dil Bilgisi (M.G.)	Dil Bilgisi (M.G.)	Okuma Becerileri (M.M.)	Dinleme Becerileri (RAR)	
09:15 10:00	Dil Bilgisi (M.G.)	Dil Bilgisi (M.G.)	Okuma Becerileri (M.M.)	Dinleme Becerileri (RAR)	
10:15 11:00	Dil Bilgisi (M.G.)	Okuma Becerileri (M.M.)	Okuma Becerileri (M.M.)	Dinleme Becerileri (RAR)	
11:15 12:00	Dil Bilgisi (M.G.)	Okuma Becerileri (M.M.)	Okuma Becerileri (M.M.)	Dinleme Becerileri (RAR)	
13:15 14:00	Yazma Becerileri (M.G.)	Konuşma Becerileri (M..)		Dinleme Becerileri (RAR)	
14:15 15:00	Yazma Becerileri (M.G.)	Konuşma Becerileri (M..)		Dinleme Becerileri (RAR)	
15:15 16:00					
16:15 17:00					

B1+ Seviyesi Sınıflar İçin Haftalık Program Örneği

	23/09/2024 Pazartesi	24/09/2024 Salı	25/09/2024 Çarşamba	26/09/2024 Perşembe	27/09/2024 Cuma
08:15 09:00	Okuma Bencerisi (M.Ç.)	Okuma Bencerisi (M.Ç.)	Dil Bilgisi (M.Ç.)	Dinleme Becerileri (M.M.)	
09:15 10:00	Okuma Bencerisi (M.Ç.)	Okuma Bencerisi (M.Ç.)	Dil Bilgisi (M.Ç.)	Dinleme Becerileri (M.M.)	
10:15 11:00	Okuma Bencerisi (M.Ç.)	Dil Bilgisi (M.Ç.)	Dil Bilgisi (M.Ç.)	Dinleme Becerileri (M.M.)	
11:15 12:00	Okuma Bencerisi (M.Ç.)	Dil Bilgisi (M.Ç.)	Dil Bilgisi (M.Ç.)	Dinleme Becerileri (M.M.)	
13:15 14:00	Yazma Becerileri (M.K.)	Konuşma Becerileri (M.K.)	Dinleme Becerileri (M.M.)		
14:15 15:00	Yazma Becerileri (M.K.)	Konuşma Becerileri (M.K.)	Dinleme Becerileri (M.M.)		
15:15 16:00					
16:15 17:00					

A1 SEVİYESİ DERS PLANLARI

A1 Seviyesi Main Course Ders Planı



TOKAT GAZİOSMANPAŞA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
A1 LEVEL SYLLABUS

PREPARATORY CLASS A1 LEVEL-MAIN COURSE
LEVEL COORDINATOR
Name: Mustafa Bilge BİLTEKİN
LEVEL DEFINITION
The course aims at helping learners to achieve an overall English language proficiency of beginner Basic User defined as A1 level on the Common European Framework of Reference for Languages (CEFR), developing “generative language use” to interact in a simple way and ask and answer simple questions.
LEVEL PREREQUISITE
Students starting this course should have completed the A0 level before attending this level.

Code:	Name: A1 Level	Theory and Application:22	ECTS:
Class/Term/Quarter	Preparatory/First Term		
Course Level	A1		
Course Type	Mandatory		
Teaching System	Formal Education		
Course Duration	7 Weeks		
Instructor	Hatice Tüzün Paççı/ Hakan Akkan Murat Şener		
Other Instructor/Instructors			
Teaching Language	English		
Out-of-Class Application/Internship			
Course Objective			
This course aims to enable students to understand grammatical structures by improving their English grammar and general language usage skills. It aims to develop basic language skills from the A0 level to the A1 level.			

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Learning Outcomes

(The learning outcomes for the relevant level have been determined following the descriptors found in the Common European Framework of Reference for Languages (CEFR), taking into account the needs of the students.)

RECEPTIVE SKILLS	LISTENING	<p>GOAL: •</p> <p>Understand familiar everyday words and very basic phrases about personal and family information.</p> <p>Recognize simple instructions and short, clear messages (e.g. announcements or audio guides).</p>	<ul style="list-style-type: none"> • Can recognize familiar words and very basic phrases concerning themselves, family, and immediate concrete surroundings when speech is slow, clear, and carefully articulated. • Can understand simple, concrete instructions delivered face-to-face, such as "Please open your book" or "Sit down, please." • Can follow speech that is very slow and carefully articulated, with long pauses allowing them to assimilate meaning. • Can understand figures, prices, and times given slowly and clearly in an announcement. • Can identify the topic of discussion around them when people speak slowly and clearly. • Can recognize when someone is talking about family members or basic personal information if supported by visual cues.
	READING	<p>GOAL:</p> <p>Comprehend short texts with familiar vocabulary (e.g. notices, menus, timetables). Follow simple instructions and understand basic descriptions (e.g. brochures, signs)..</p>	<ul style="list-style-type: none"> • Can understand familiar names, words, and very simple sentences, for example on notices, posters, catalogs, or short personal messages. • Can follow short, simple written directions (e.g., how to get from X to Y). • Can understand simple forms well enough to give basic personal information (name, address, date of birth). • Can recognize familiar names, words, and phrases on simple signs in everyday contexts (e.g., "exit," "no smoking," "reception"). • Can understand short, simple texts when they contain pictures and when the text is predictable. • Can understand brief, simple instructions if they are illustrated and not written as continuous text.

PRODUCTIVE SKILLS	SPEAKING	<p>GOAL: • Communicate in simple and routine tasks using simple phrases and sentences to describe people, living conditions, daily routines, likes/dislikes, etc clearly</p>	<ul style="list-style-type: none"> • Can use basic greetings and expressions for social interaction. • Can produce simple sentences to describe familiar people, places, and objects • Can talk briefly about daily routines, likes/dislikes, and personal interests • can ask and answer very simple questions about personal details (name, nationality, age, etc.). • Can participate in basic conversations if the other person speaks slowly and clearly • Can produce simple, mainly isolated phrases about people, places, and possessions. • Can describe themselves, what they do, where they live, and basic aspects of their daily life. • Can use simple descriptive language to make brief statements about and compare objects. • Can read a very short, rehearsed statement (e.g., to introduce a speaker or propose a toast). • Can name and briefly describe simple everyday objects from their immediate environment.
	WRITING	<p>GOAL: Write simple phrases and sentences related to daily life (e.g. filling out forms, writing a postcard). Construct short texts about oneself (e.g. name, interests, where you live).</p>	<ul style="list-style-type: none"> • Can write simple isolated phrases and sentences with basic connectors like "and" or "then." • Can write a short, simple postcard (e.g., holiday greetings). • Can fill in forms with personal details including name, nationality, address, age, date of birth, and education. • Can write simple phrases and sentences about themselves, where they live, and what they do. • Can write short phrases to describe basic personal details such as family, educational background, or current job. • Can use simple vocabulary to describe common objects from daily life (e.g., colors, numbers, prices).

INTERACTION	SPEAKING	<p>GOAL: Take part in simple interactions and routine conversations on familiar topics.</p>	<ul style="list-style-type: none"> • Can engage in simple, routine conversations using basic phrases and expressions • Can respond to questions about personal details • Can ask for and give very basic information in everyday situations. • Can use polite expressions for greetings, introductions, and farewells • Can interact in a simple way provided the other person is prepared to repeat, rephrase, and speak slowly. • Can ask and answer simple questions in areas of immediate need or on very familiar topics (e.g., family, school/work, hobbies). • Can use basic greetings, introductions, and leave-taking expressions (hello, goodbye, please, thank you). • Can ask how people are and react appropriately to news. • Can request items from others using basic expressions and respond to similar requests. • Can answer simple questions about personal details in a face-to-face interview if asked slowly and clearly in direct, non-idiomatic language
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Course Content		
English Grammar, reading, writing, listening, speaking, and daily language use.		
Detailed Weekly Course Content		
Week	Detailed Content and Topics/Related Learning Outcomes	Teaching Methods and Techniques
1	<p>Hello! (Unit1) Grammar: (am-is), (my/your), (how are you?) Vocabulary: Everyday objects, plurals, numbers Everyday English: Good Morning Speaking and Writing: Introductions</p> <p>Your world (Unit 2) Grammar(he-she), (his-her) (questions) Vocabulary: countries, adjectives, and nouns. Reading: A holiday in New York. [A passage about two people on holiday in New York]</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share,</p>

	<p>Listening: A holiday in New York. [Mini conversations between two people] Speaking & Writing: cities and Countries//questions and answers Everyday English: Numbers 11-30</p> <hr/> <p>Listening & Speaking: Can say hello and goodbye; can introduce themselves Can ask and answer questions about nationality Can understand basic greetings and introductions Can identify countries and nationalities in context</p> <p>Reading: Can read and understand simple introductions Can read short texts about countries and people</p> <p>Writing: Can write a short self-introduction Can write about their country and nationality</p> <p>Grammar & Vocabulary: Can correctly use the relevant grammar structures and vocabulary.</p>	<p>Presentation, Games</p>
<p>2</p>	<p>All about you (Unit 3) Grammar: Negatives and questions, and short answers Vocabulary: jobs and personal information Reading: We are in Paris [A paragraph about a football team in the European final] Listening: We are in Paris [Listening to young people visiting Paris] Listening: Interview with the team [An interview with Scottish Rovers before the final match] Speaking: Personal information. Writing a short paragraph P27</p> <p>Everyday English: social expressions</p> <p>Family and friends (Unit 4) Grammar: possessive adjectives, possessive 's, common verbs (have has love like work) Vocabulary: The family and the alphabet. Reading: My e-pal [A description of a person you exchange emails with] Listening: an Australian family, [listening to an Australian teenager talking about his family] Listening: My e-pal [Who are they?] Speaking: talk about your family. Writing: A short paragraph describing your friend. P37 Everyday English: On the phone.</p> <hr/> <p>Grammar and Vocabulary: Can use negative, question sentences and short answers Can use possessive adjectives and common verbs (have has love like work)</p>	<p>Lecture, Question- Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair- Share, Presentation, Games</p>

	<p>Listening: Can recognize descriptions of people and family Can follow simple conversations</p> <p>Speaking: Can describe people using simple adjectives Can answer questions about personal information</p> <p>Reading: Can understand descriptions of people and families</p> <p>Writing: Can describe a person using simple sentences</p>	
3	<p>Things I like! (Unit 5) Grammar: Present Simple positive, Present Simple negative, questions Vocabulary: Sports, food and drinks, verb phrases, language and nationalities, adjective + noun. Reading: Alex’s life (a letter introducing Alex) Listening: Alek Brosko from Warsaw// Party time Speaking: Roleplay- at a party Everyday English: How much is it?</p> <p>Every Day (Unit 6) Grammar: Present simple, adverbs of frequency [always, sometimes, never] questions, and negatives. Vocabulary: The time. [What time is it?] Words that go together. Reading Toby McMann [a passage about a student of music] Listening: Anna and Toby [a conversation between two young people about their daily life] Speaking: Ask and answer about people in your family Lifestyle questionnaire. Everyday English: Days of the week, prepositions of time</p> <hr/> <p>Listening & Speaking: Can follow simple conversations about routines Can ask and answer questions about sports food and drinks. Can ask and answer questions about languages and nationalities. Can ask and answer about family members</p> <p>Reading: Can understand paragraphs about family members and their jobs</p> <p>Writing: Can write a short paragraph describing a person.</p> <p>Grammar & Vocabulary: Can use frequency adverbs. Can correctly use the newly-learned vocabulary about sports food and drinks, languages, and nationalities)</p>	Lecture, Question- Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair- Share, Presentation, Games

4	<p>Favourite Things (Unit 7) Grammar: Question words, pronouns (subject, object, possessive), <i>this</i> and <i>that</i> Vocabulary: Adjectives Reading: An email from Dubai [an email about two close friends] Listening: Iveta in town Writing: A holiday email. p67 Everyday English: Can I...?/ Roleplay in town</p> <p>Home sweet home (Unit 8) Grammar: There is / There are, preposition of place, There isn't, There aren't Vocabulary: rooms and furniture, places in a town. Reading: Cape Town- BEST place in the world [a paragraph about a popular tourist destination with many attractions (Cape Town)]</p> <p>Listening: A phone call with Jack's mum/ Listening: My hometown. [listening to a young person speaking about his hometown] Speaking: Describe your living room. Writing: A description of a town. p78 Everyday English: ask about and give directions</p> <hr/> <p>Grammar & Vocabulary Can use question words. Can use pronouns (subject, object, possessive) Can correctly use prepositions of place. Can use the newly-learned grammar structures (There is/ there are, There isn't / there aren't) Can correctly use adjectives to describe different places in town. Can make sentences about rooms and furniture</p> <p>Writing: Can write a holiday email (from a popular tourist destination.) Can write a paragraph describing a town</p> <p>Listening: Can follow a phone call. Can listen to people talking about a popular tourist destination.</p> <p>Reading: Can read an email about a holiday. Can read about a globally popular tourist destination.</p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
5	<p>Past times (Unit 9) Grammar: <i>was / were born</i>, Past Simple/irregular verbs Vocabulary: Saying years / <i>have, do, go</i> Reading: Oh no! What bad luck! [A passage about an unlucky lottery winner] Listening: Rolf Ackman. [Listening to Rolf talking about his family] Speaking: Talk about your family / tell a story using pictures / talk about what you did yesterday Everyday English: Months / Ordinal numbers/ saying dates</p> <p>We had a good time! (Unit 10) Grammar: Past Simple/ regular and irregular verbs/questions and negatives/ time expressions/ ago</p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games

	<p>Vocabulary: weekend activities/ sport and leisure Listening: Gary and Cathy’s holidays. [Listening to a couple talking about their holiday habits] Speaking: Weekend questionnaire/making conversation Writing: Write about your last holiday.p98</p> <p>Grammar: Can correctly use regular and irregular verbs. Can make negative and positive sentences. Can ask and answer questions in Simple Past Tense. Can use basic verbs (have, do, go)</p> <p>Vocabulary: Can use words about weekend activities and sports</p> <p>Listening: Can listen to and understand sentences about family members. Can listen to and understand sentences about a holiday.</p> <p>Speaking & Writing: Can talk about family members. Can tell a story using pictures Can talk about past activities. Can write about a holiday.</p> <p>Vocabulary: Can use expressions about weekend activities and sports</p> <p>Reading: Can read and understand a paragraph about a lost lottery ticket. (in Simple Past Tense)</p>	
6	<p>We can do it! (Unit 11) Grammar: <i>can/can’t</i>, adverbs, requests and offers Vocabulary: Verb + noun, adjective + noun (2) , opposite adjectives Reading: The smartphone [A passage about the history of smartphones and their usages] Listening: What do you do on your smartphone Speaking: Talk about what you do on your smartphone Everyday English: Everyday problems</p> <p>Thank you very much! (Unit 12) Grammar: <i>would like</i>, <i>some / any</i>, <i>like / would like</i> Vocabulary: places in town, in a café Reading: Meal times around the world [a passage about meal times varying from country to country] Listening: Birthday wishes [listening to a dialogue about a man’s birthday] {who thinks he is getting old} Speaking: Offer food and drink/ Talk about birthday wishes/ Ordering a meal Writing: Write a conversation p 119 Everyday English: Signs all around</p> <p>Grammar & Vocabulary: Can use <i>can/can’t</i> to make negative, positive sentences. Can make requests and offers Can correctly use <i>adverbs, some</i> and <i>any</i> Can correctly use “like” and “would like” Can use adjectives and opposite adjectives Can use words about places in a town.</p>	<p>Lecture, Question- Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair- Share, Presentation, Games</p>

	<p>Speaking & Writing: Can talk about smartphones and their usage Can offer food and drink Can talk about birthday wishes. Can write a conversation.</p> <p>Listening: Can listen to and understand people talking about their smartphones Can listen to and understand dialogues about birthday wishes</p> <p>Reading: Can read and understand two paragraphs about the smartphone and its history Can read and understand paragraphs about eating habits around the world. (meals, foods)</p>	
7	<p>What's happening now? (Unit 13)</p> <p>Grammar: Present Continuous, Present Simple Present Continuous Vocabulary: Colours, clothes, opposite verbs Reading: Today's different [four paragraphs about special occasions such as birthdays and wedding days] Listening: Opposite verbs Speaking: Talk about what people are wearing, talk about your photo</p> <p>Let's go (Unit 14)</p> <p>Grammar: Future plans- going to, Present Continuous / Grammar revision Vocabulary: Forms of transport, vocabulary revision, Reading: Life's big events [paragraphs about past, present, and future plans of young people] Listening: Ready, steady, go Speaking: Talk about your future plans, talk about your past, present and future. Writing: Write sentences about your life. P137</p> <hr/> <p>Grammar: Can correctly use Present Simple and Present Continuous. Can make sentences about future plans (<i>going to</i> and <i>Present Continuous</i>)</p> <p>Vocabulary: Can make simple sentences about colours, clothes, and forms of transport</p> <p>Reading: Can understand expressions about the past, present, and future.</p> <p>Speaking: Can talk about future plans. Can talk about the past, present, and future</p> <p>Listening: Can listen to and understand everyday conversations. Can listen to and understand the conversation between two people who are travelling round Europe.</p> <p>Writing: Can modify the sentences given, to write a short paragraph</p> <hr/> <p style="text-align: center;">LEVEL COMPLETION EXAMS</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>

Week/Date		Course Topics/Corresponding Activities in the Book	Corresponding Program Competency
1	22 September 2025	Hello! 1 Grammar am/is , my/your p8 Activities:1,2,3 Introductions p9 Activities: 1,2,3,4,5 How are you? p10 Activities: 1,2,3,4	PY1 PY4 PY13 PY14 PY2
	23 September 2025	Vocabulary and Speaking p12 Activities: 1,2,3,4,5 Numbers 1-10 and plurals p 13 Activities: 1,2,3,4,5 Grammar reference 14	PY1 PY4 PY13 PY14 PY2 PY3
	24 September 2025	Your world 2 Grammar: he/she, his/her (p16) / Vocabulary : Countries (p16)/ Questions (p17), activities 1,2,3/ Speaking (Cities and Countries) p 18 Speaking (Questions and answers) p19 Vocabulary adjectives and nouns (p20)	PY1 PY4 PY13 PY14 PY2 PY3 PY13 PY14
	25 September 2025	Reading and Vocabulary (A holiday in New York) p20 Two people on holiday in New York (Activities 1,2,3) Listening (A holiday in New York) p20 Mini conversations between two people (Activities 4) Grammar reference p22	PY1 PY4 PY13 PY14 PY2 PY3 PY6 PY7 PY8 PY9 PY10 PY13 PY14
	29 September 2025	All about you 3 Vocabulary: Jobs p24 (Activities 1,2,3,4) Grammar: Negatives – he/she isn't p 25	PY1 PY4 PY2 PY3 PY6

		Personal information p 25 (Activities 1,2,3,4,5) Questions and short answers p25 Negatives-I'm not / they/ we aren't p 26 Activities (1,2,3,4,5,6)	
	30 September 2025	Reading (We're in Paris!) p28 Activities 1,2,3 Listening (An interview with the team) p28 (Activities 4,5,6) Grammar reference p30	PY1 PY2 PY3 PY6 PY9 PY10 PY6 PY7 PY8
	1 October 2025	Family and Friends 4 Grammar Possessive adjectives / Possessive 's p32 Activities 1,2 Vocabulary: The family (p33) Activities 3,4,5,6 Listening: An Australian Family / P 34 Activities 1,2,3,4	PY1 PY2 PY3 PY6 PY6 PY7 PY8
	2 October 2025	Common verbs (have/has, love, like, work) p35 Activities 1,2,3,4,5 Reading: My e-pal / p36 Activities 1,2, 3,4 Listening: My e-pal / p 37 Vocabulary and Speaking: The alphabet (p38) Activities 1,2,3,4,5,6,7 Grammar reference p40	PY1 PY2 PY3 PY6 PY9 PY10 PY6 PY7 PY8 PY13 PY14
3	6 October 2025	Things I like 5 Grammar Present Simple positive (I, you, we, they) p42 Activities (1,2) / (1,2) Vocabulary: sports, food, and drinks p42 Present Simple negative. p43 Activities (3,4,5) Questions (I, you, we, they) p 43 Activities 6,7,8,9 Reading: Alex's life p44 / Activity 1 Verb phrases p45 Activities 2,3,4,5,6,7	PY1 PY2 PY3 PY9 PY10 PY6 PY7 PY8 PY13 PY14
	7 October 2025	Listening: Alex Brosko from Warsaw p45 Activities 2,3,4,5,6,7 Languages and nationalities. P46 Activities 1,2,3,4 Adjective + noun (1) p47 Activities 5,6,7 Listening and Speaking : Party Time. p48 Activities 1, 2 Grammar reference p50	PY1 PY2 PY3 PY6 PY7 PY8
	8 October 2025	Every day 6	PY1

		Vocabulary: The time p52/ Activities 1,2,3,4 Present Simple – <i>I/you</i> p53 Activities 1,2,3,4 Present Simple/ he, she p54 Adverbs of frequency p54 Activities 1,2,3 Questions and negatives p55 Activities 4,5,6,7	PY2 PY3 PY6 PY7 PY8
	9 October 2025	Reading: Tomy Mcmann p 56 Activities 1,2 Listening: Anna and Tomy p57 Activities 3,4,5,6,7 Vocabulary and Speaking 58 Words that go together p 58 Activities 1,2,3,4 Grammar reference 60	PY1 PY2 PY3 PY6 PY7 PY6 PY7 PY8
4	13 October 2025	Favourite things 7 Grammar: Question words p62 Activities 1,2,3,4 Pronouns - subject, object, possessive p63 Activities 5,6 This and that- p64 Activities 1,2 Vocabulary: Adjectives p66 Activities 1,2,3	PY1 PY2 PY3 PY9 PY10
	14 October 2025	Reading: An email from Dubai. p67 Activities 1,2,3 Listening: Iveta in town. p69 Activities 2,3,4 Grammar reference 70	PY1 PY2 PY3 PY9 PY10 PY6 PY7 PY8
	15 October 2025	Home sweet home 8 Vocabulary: Rooms and furniture p72 Grammar: There is /There are p72 Activities 1,2 There isn't / There aren't p73 Activities 1,2,3,4,5,6 Prepositions of place:74 Activities 1,2,3	PY1 PY2 PY3 PY9 PY10
	16 October 2025	Listening: A phone call with Jack's mum p75 Activities : 4,5,6 Reading and vocabulary: Cape Town BEST place in the world p76 Activities: 1,2,3,4,5 Listening: My home town p78 Activities : 1,2,3,4 Places in a town p79: Activities 1,2,3,4,5 Grammar reference 80	PY1 PY2 PY3 PY6 PY7 PY8 PY9 PY10 PY11

5	20 October 2025	Past times 9 Grammar: <i>was/ were born</i> p82 Activities 1,2,3 Vocabulary: Saying years p82 Activities: 9.1 / 9.2 Listening: Rolf Akman p83 Activities:5,6,7,8 Reading and Speaking p86 Activities 1,2	PY1 PY2 PY3 PY9 PY10 PY11
	21 October 2025	Past Simple –irregular verbs. p86 Reading: Oh no! What bad luck! p86 Common verbs have , do, go p 88 / Activities:1,2,3,4,5 Grammar reference 90	PY1 PY9 PY10 PY11
	22 October 2025	We had a good time 10 Past Simple irregular and regular verbs p92 Activities: 1,2,3 Questions and Negatives p93 Activities : 1,2,3,4,5,6 Time expressions p94 Activities: 1,2,3,4,5	PY1 PY2 PY3
	23 October 2025	Vocabulary and speaking p96 Activities 1,2,3,4 Listening and Speaking: Gary and Cathy’s holidays. P97 Activities:1,2,3,4,5,6 <i>Ago</i> p98: (Speaking): Activities :1,2,3 Speaking p98 Activities:1,2,3 Grammar reference p100	PY1 PY7 PY7 PY13 PY14
	27 October 2025	We can do it! 11 Grammar: <i>can/can’t</i> p102 Activities: 1,2 Questions and negatives 103 Activities 1,2,3,4 Adverbs p104 Activities: 1,2,3,4 Requests and offers p105 Activities: 1,2,3,4	PY1 PY2 PY3 PY9 PY10 PY13 PY14
6	28 October 2025	Vocabulary: Verb + noun p106 (Reading and Speaking) Activities: 1,2,3,4,5 Listening and Speaking p107 Activities: 1,2 Adjective + noun (2) p108 (Vocabulary and Speaking) Activities: 1,2 Opposite adjectives p108 Activity 3 Grammar reference 110	PY1 PY2 PY3 PY9 PY10 PY 13 PY14
	29 October 2025	Thank you very much! 12	PY1

		Grammar : <i>would like</i> p112 <i>Some and any</i> p112 Activities:1,2 Vocabulary Places in town p112 Listening Harry is shopping p 113 Activities 1,2,3,4 Listening: Birthday wishes. p114 Activities: 1,2, 3,4 <i>Like and would like</i> p 115 Activities: 1,2 Speaking p 115 (Activities : 2)	PY2 PY3 PY6 PY7 PY 13 PY14
	30 October 2025	Reading and Speaking: Meal times around the world. p116 p117 Activities: 1,2,3 In a café. P118 (Vocabulary and Speaking) Activities:1,2,3,4 Grammar reference 120	PY1 PY2 PY3 PY6 PY7 PY 13 PY14 PY9 PY10
7	3 November 2025	What is happening now? 13 Vocabulary: Colours p122 Activity (starter) : 1,2 Clothes p122/ Activity: 1, 2 Grammar: Present Continuous p123 Activities: 1,2,3,4 Speaking (asking questions) p124 Activities: 1,2 Grammar (Present Simple and Present Continuous) p124 + p125 Activity:1,2,3,4,5	PY1 PY 2 PY3 PY 13 PY14
	4 November 2025	Reading and Speaking: Today's different p126 Activities: 1,2,3,4 Vocabulary and Listening: Opposite verbs p 128 Activities:1,2,3,4 Grammar reference: 130	PY1 PY2 PY3 PY9 PY10
	5 November 2025	Let's go! 14 Future plans- <i>going to</i> and Present Continuous p132- 133 Activities: 1,2,3,4,5,6 Activities 1,2,3,4 Vocabulary: Forms of transport p132 Activities: 1,2 Listening: Ready, steady, go. P133 Activities:3,4,5,6 Evie's plans (Listening and Vocabulary) P134 Activities: 1,2,3,4	PY1 PY2 PY3 PY6 PY7 PY9 PY10
	6 November 2025	Vocabulary revision p135 Activities: 1,2,3,4,5,6 Reading and Speaking: Life's big events p136-137 Activities: 1,2,3,4,5,6,7 Grammar revision p138	PY1 PY2 PY3 PY9 PY10 PY13 PY14

	Activities 1,2,3,4 Grammar reference p140.	
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Textbook/Supplementary Book	
1	Headway Beginner Students Book 5 th Edition – Oxford University Press Liz & John Soars, Paul Hancock
2	
Course Tools, Equipment, and Materials, Online Platforms	

Assessment Method/Evaluation			
Method	Week	Time (Hour)	Contribution %
Quiz		1	15%
Writing Portfolio	All Weeks		10%
Presentation			10%
Online Study/Homework	All Weeks		5%
Mid-term Exam	5 th Week		20%
Level Completion Exam	8 th Week		40%
Sample Questions	<p>1) We usually wear (a) _____ in summer. a) coat b) T-shirt c) sweater d) boots</p> <p>2) You can take the newspaper. I _____ it now. a) don't read b) read c) not read d) 'm not reading</p> <p>3) A: What a/an _____ day today! It's raining again. B: Yes, it is. But it _____ wonderful yesterday. a) beautiful/was b) awful/was c) beautiful/ is d) awful/is</p> <p>4) My husband's birthday is on Saturday. I'm planning to _____ him out to dinner to celebrate. a) take b) get c) meet d) go</p> <p>5) Which order of the sentence is correct? a) We enjoyed the party very much. b) Very much enjoyed the party we. c) We very enjoyed the party much. d) The party enjoyed we very much</p>		

	Answer key : 1.B – 2.D – 3.B – 4.A – 5.A
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Student Workload			
	Weekly Hours	Number	Workload
Weekly Course Hours	22		
Out-of-Class Study			
a) Reading			
b) Internet/Library Research			
c) Quiz preparation			
d) Presentation Preparation			
e) Homework			
f) Vocabulary Study			
g) Mid-term Preparation			
h) Level Completion Exam Preparation			
i) Completing online studies and homework			
Recommendations for Students			
<ul style="list-style-type: none"> • Make sure you read, listen to, or watch all your course materials in online learning environments and face-to-face classes, and complete all assignments given to you by your instructor. • Complete your homework and submit it before the deadlines. These assignments will constitute an essential part of your grades. • Participate as actively as possible in classes. • Try to complete all exercises in your student application before and after face-to-face classes. • Especially at lower levels, learn more phrases or sentences rather than language rules. Put patterns, idioms, and expressions in your mental basket and try to keep them alive. Form this habit and enrich your memorized vocabulary. Rules can only help you if you have a language ready to use. Collaborate with other students in class and help each other learn. 			



TOKAT GAZİOSMANPAŞA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
A1 LEVEL SYLLABUS

PREPARATORY CLASS A1 LEVEL-SPEAKING
LEVEL COORDINATOR
Name: Mustafa Bilge BİLTEKİN
LEVEL DEFINITION
The course aims at helping learners to achieve an overall English language proficiency of beginner Basic User defined as A1 level on the Common European Framework of Reference for Languages (CEFR), developing “generative language use” to interact in a simple way and ask and answer simple questions.
LEVEL PREREQUISITE
Students starting this course should have completed the A0 level before attending this level.

Code:	Name: A1 Level	Theory and Application: 22	ECTS:
Class/Term/Quarter	Preparatory/First Term		
Course Level	A1		
Course Type	Mandatory		
Teaching System	Formal Education		
Course Duration	7 Weeks		
Instructor	Hatice Tüzün Paççı/ Hakan Akkan Murat Şener		
Other Instructor/Instructors			
Teaching Language	English		
Out-of-Class Application/Internship			
Course Objective			
This course aims to enable students to understand grammatical structures by improving their English grammar and general language usage skills. It aims to develop basic language skills from the A1 level to the A2 level.			

Learning Outcomes

(The learning outcomes for the relevant level have been determined following the descriptors found in the Common European Framework of Reference for Languages (CEFR), taking into account the needs of the students.)

INTERACTION	SPEAKING	<p>GOAL: Take part in simple interactions and routine conversations on familiar topics.</p>	<ul style="list-style-type: none"> • Use basic greetings and expressions for social interaction. • Introduce yourself and others using simple phrases. • Ask and answer very simple questions about personal details (name, nationality, age, etc.). • Participate in basic conversations if the other person speaks slowly and clearly • Engage in simple, routine conversations using basic phrases and expressions • Respond to questions about personal details (e.g., name, age, nationality, hobbies) • Ask for and give very basic information in everyday situations (e.g., shopping, directions) • Use polite expressions for greetings, introductions, and farewells • Express agreement or disagreement in a simple way • Ask for repetition or clarification when needed • Participate in short exchanges when the other person speaks slowly and clearly
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Course Content

English Grammar, reading, writing, listening, speaking, and daily language use.

Detailed Weekly Course Content

Week	Detailed Content and Topics/Related Learning Outcomes	Teaching Methods and Techniques
1	<p>Hello! (Unit1) Grammar: (am-is), (my/your), (how are you?) Vocabulary: Everyday objects, plurals, numbers Everyday English: Good Morning Speaking and Writing: Introductions</p> <p>Your world (Unit 2) Grammar(he-she), (his-her) (questions) Vocabulary: countries, adjectives, and nouns. Reading: A holiday in New York. Listening: A holiday in New York. Speaking & Writing: cities and Countries//questions and answers Everyday English: Numbers 11-30</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>

	<p>Writing : Capital letters and periods (Evolve A1 p9) Question marks (Evolve A1 p29) Commas in lists (Evolve A1 p125))</p>	
	<p>Speaking: Can say hello and goodbye; can introduce themselves Can ask and answer questions about nationality Can understand basic greetings and introductions Can identify countries and nationalities in context</p>	
<p>2</p>	<p>All about you (Unit 3) Grammar: Negatives and questions, and short answers Vocabulary: jobs and personal information Reading: We are in Paris Listening: Interview with the team Speaking: Personal information.</p> <p>Writing: Contractions (Evolve A1 p 105) A short paragraph p27 Everyday English: social expressions</p> <p>Family and friends (Unit 4) Grammar: possessive adjectives, possessive 's, common verbs (have has love like work) Vocabulary: The family and the alphabet. Reading: My e-pal Listening: an Australian family, My e-pal Speaking: talk about your family. Writing: A short paragraph describing your friend. P37 Everyday English: On the phone.</p> <p>Things I like! (Unit 5) Grammar: Present Simple positive, Present Simple negative, questions Vocabulary: Sports, food and drinks, verb phrases, language and nationalities, adjective + noun. Reading: Alex's life Listening: Alek Brosko from Warsaw// Party time Speaking: Roleplay- at a party Writing: <i>And</i> for adding ideas (English for Life A1 p11) <i>And</i> to join words and sentences (Evolve A1 p 19)</p> <p>Everyday English: How much is it?</p>	<p>Lecture, Question- Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair- Share, Presentation, Games</p>
	<p>Speaking: Can describe people using simple adjectives Can answer questions about personal information Can understand descriptions of people and families</p>	

	<p>Can ask and answer questions about sports food and drinks. Can ask and answer questions about languages and nationalities. Can ask and answer about family members</p>	
3	<p>Every Day (Unit 6) Grammar: Present simple, adverbs of frequency, questions, and negatives. Vocabulary: The time. Words that go together. Reading: Toby McMann Listening: Anna and Toby Speaking: Ask and answer about people in your family Lifestyle questionnaire. Everyday English: Days of the week, prepositions of time Writing: Quotation marks (Evolve A1 p 83)</p> <p>Favourite Things (Unit 7) Grammar: Question words, pronouns (subject, object, possessive), <i>this</i> and <i>that</i> Vocabulary: Adjectives Reading: An email from Dubai Listening: Iveta in town Writing: <i>Because</i> for giving reasons (English for Life A1 p71) But for contrasting ideas, (English for Life A1 p23) Because and but (Evolve A1 p 41) A holiday email. P67 Writing: A holiday email Everyday English: Can I...?/ Roleplay in town</p> <p>Home sweet home (Unit 8) Grammar: There is / There are, preposition of place, There isn't, There aren't Vocabulary: rooms and furniture, places in a town. Reading: Cape Town- BEST place in the world Listening: A phone call with Jack's mum/ My home town Speaking: Describe your living room. Writing: A description of a town. P78 Everyday English: ask about and give directions</p> <p>Speaking: Can follow simple conversations about routines Can use question words. Can use pronouns (subject object possessive) Can correctly use prepositions of place. Can use the newly-learned grammar structures (There is/ there are, There isn't / there aren't) Can correctly use adjectives to describe different places in town</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
4	<p>Past times (Unit 9) Grammar: <i>was / were born</i>, Past Simple/irregular verbs Vocabulary: Saying years / have, <i>do, go</i> Reading: Oh no! What bad luck! Listening: Rolf Ackman Speaking: Talk about your family / tell a story using pictures / talk about what you did yesterday</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role</p>

	<p>Writing : <i>However</i>, for showing contrast Everyday English: Months / Ordinal numbers/ saying dates We had a good time! (Unit 10) Grammar: Past Simple/ regular and irregular verbs/questions and negatives/ time expressions/ ago Vocabulary: weekend activities/ sport and leisure Listening: Gary and Cathy's holidays Speaking: Weekend questionnaire/making conversation Writing: Write about your last holiday.p98 We can do it! (Unit 11) Grammar: <i>can/can't</i>, adverbs, requests and offers Vocabulary: Verb + noun, adjective + noun (2) , opposite adjectives Reading: The smartphone Listening: What do you do on your smartphone Speaking: Talk about what you do on your smartphone Writing:<i>And, also, too</i> (Evolve A1 p 73) Everyday English: Everyday problems</p>	<p>Play, Drama, Think-Pair-Share, Presentation, Games</p>
	<p>Speaking Can make sentences about rooms and furniture. Can talk about past activities. Can talk about a holiday. Can use words about weekend activities and sports Can express abilities</p>	
<p>5</p>	<p>Thank you very much! (Unit 12) Grammar: <i>would like</i>, some / any, like / would like Vocabulary: places in town, in a café Reading: Meal times around the world Listening: Birthday wishes Speaking: Offer food and drink/ Talk about birthday wishes/ Ordering a meal Writing: Write a conversation p 119 Everyday English: Signs all around What's happening now? (Unit 13) Grammar: Present Continuous, Present Simple Present Continuous Vocabulary: Colours, clothes, opposite verbs Reading: Today's different Listening: Opposite verbs Speaking: Talk about what people are wearing, talk about your photo Writing : <i>so</i> for showing a result Let's go (Unit 14) Grammar: Future plans- going to, Present Continuous / Grammar revision Vocabulary: Forms of transport, vocabulary revision, Reading: Life's big events Listening: Ready, steady, go Speaking: Talk about your future plans, talk about your past, present and future. Writing: Write sentences about your life. P137</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
	<p>Speaking Can offer food and drink Can talk about birthday wishes. Can correctly use <i>adverbs, some</i> and <i>any</i></p>	

	Can talk about future plans. Can talk about the past, present, and future Can talk about colours , clothes and forms of transport Can correctly use Present Simple and Present Continuous. Can make sentences about future plans (<i>going to</i> and <i>Present Continuous</i>)	
6	Presentations of Students	
7	Presentations of Students	

Week/Date		Course Topics/Corresponding Activities in the Book	Corresponding Program Competency
		SPEAKING	
1	23 Sep 2025	Everyday English p11 (Good Morning) Everyday English p21 (Numbers 11-30)	PY6 PY12 PY13 PY14
2	30 Sep 2025	Everyday English p 29 (Social expressions) Everyday English p 39 (On the phone) Everyday English p 49 (How much is it?)	PY6 PY12 PY13 PY14
3	7 Oct 2025	Everyday English days of the week, preposition of time p59 Everyday English p 68 (Can I ____,) Roleplay (in town) Everyday English p 79 (ask about and give directions)	PY6 PY12 PY13 PY14
4	14 Oct 2025	Everyday English p 89 (Months, ordinal numbers, saying dates) Everyday English p99 (Going sightseeing) Everyday English p109 (Everyday problems)	PY6 PY12 PY13 PY14
5	21 Oct 2025	Everyday English p119 (Signs all around) Everyday English p129 (What is the matter?) Everyday English p139 (Social expressions (2))	PY6 PY12 PY13 PY14
6	28 Oct 2025	Student presentations	
7	4 Nov 2025	Student presentations	

Textbook/Supplementary Book	
1	Headway Beginner Students Book 5 th Edition – Oxford University Press Liz &John Soars, Paul Hancock
2	
Course Tools, Equipment, and Materials, Online Platforms	

Assessment Method/Evaluation			
Method	Week	Time (Hour)	Contribution %
Quiz		1	15%
Writing Portfolio	All Weeks		10%
Presentation			10%
Online Study/Homework	All Weeks		5%
Mid-term Exam	5 th Week		20%
Level Completion Exam	8 th Week		40%
Sample Presentation Tasks	<p>Task Examples (choose one per student):</p> <ol style="list-style-type: none"> 1. Picture Description <ul style="list-style-type: none"> ○ Show a simple picture (family, classroom, park, kitchen). ○ Student describes what they see: people, objects, actions. ○ Example: <i>“There is a man. He is reading a book. The children are playing.”</i> 2. Personal Presentation <ul style="list-style-type: none"> ○ Student talks for 1 minute about one topic: <ul style="list-style-type: none"> ▪ My family / My best friend ▪ My house / My daily routine ▪ My favorite food / My hobby ○ Examiner may ask 1–2 follow-up questions. 3. Information Card <ul style="list-style-type: none"> ○ Give a card with prompts (e.g., Name, Age, Job, Hobby). ○ Student pretends to introduce a person. ○ Example: <i>“This is Maria. She is 25. She is a teacher. She likes music.”</i> 		

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Student Workload			
	Weekly Hours	Number	Workload
Weekly Course Hours	22		
Out-of-Class Study			
j) Reading			
k) Internet/Library Research			
l) Quiz preparation			
m) Presentation Preparation			
n) Homework			
o) Vocabulary Study			
p) Mid-term Preparation			
q) Level Completion Exam Preparation			
r) Completing online studies and homework			

Recommendations for Students

- Make sure you read, listen to, or watch all your course materials in online learning environments and face-to-face classes, and complete all assignments given to you by your instructor.
- Complete your homework and submit it before the deadlines. These assignments will constitute an essential part of your grades.
- Participate as actively as possible in classes.
- Try to complete all exercises in your student application before and after face-to-face classes.
- Especially at lower levels, learn more phrases or sentences rather than language rules. Put patterns, idioms, and expressions in your mental basket and try to keep them alive. Form this habit and enrich your memorized vocabulary. Rules can only help you if you have a language ready to use. Collaborate with other students in class and help each other learn.



TOKAT GAZİOSMANPAŞA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
A1 LEVEL SYLLABUS

PREPARATORY CLASS A1 LEVEL-WRITING
LEVEL COORDINATOR
Name: Mustafa Bilge BİLTEKİN
LEVEL DEFINITION
The course aims at helping learners to achieve an overall English language proficiency of beginner Basic User defined as A1 level on the Common European Framework of Reference for Languages (CEFR), developing “generative language use” to interact in a simple way and ask and answer simple questions.
LEVEL PREREQUISITE
Students starting this course should have completed the A0 level before attending this level.

Code:	Name: A1 Level	Theory and Application:22	ECTS:
Class/Term/Quarter	Preparatory/First Term		
Course Level	A1		
Course Type	Mandatory		
Teaching System	Formal Education		
Course Duration	7 Weeks		
Instructor	Hatice Tüzün Paççı/ Hakan Akkan Murat Şener		
Other Instructor/Instructors			
Teaching Language	English		
Out-of-Class Application/Internship			
Course Objective			
This course aims to enable students to understand grammatical structures by improving their English grammar and general language usage skills. It aims to develop basic language skills from the A0 level to the A1 level.			

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Learning Outcomes			
(The learning outcomes for the relevant level have been determined following the descriptors found in the Common European Framework of Reference for Languages (CEFR), taking into account the needs of the students.)			
	WRITING	<p>GOAL: Write simple phrases and sentences related to daily life (e.g. filling out forms, writing a postcard). Construct short texts about oneself (e.g. name, interests, where you live).</p>	<ul style="list-style-type: none"> • Can write simple isolated phrases and sentences with basic connectors like "and" or "then." • Can write a short, simple postcard (e.g., holiday greetings). • Can fill in forms with personal details including name, nationality, address, age, date of birth, and education. • Can write simple phrases and sentences about themselves, where they live, and what they do. • Can write short phrases to describe basic personal details such as family, educational background, or current job. • Can use simple vocabulary to describe common objects from daily life (e.g., colors, numbers, prices).

Course Content		
English Grammar, reading, writing, listening, speaking, and daily language use.		
Detailed Weekly Course Content		
Week	Detailed Content and Topics/Related Learning Outcomes	Teaching Methods and Techniques
1	<p>Hello! (Unit1)/Your world (Unit 2)</p> <p>Simple Sentence Structures 1 Simple affirmative and negative sentences [Capital letters and periods [full stops] (Evolve A1 p9) Simple affirmative, negative sentences with plural and singular nouns. Simple affirmative, negative sentences with singular pronouns Simple affirmative, negative sentences with adjectives [Contractions (Evolve A1 p 105)]</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share,</p>

	<p>Writing: Can write a short self-introduction Can write about their country and nationality Can correctly use capital letters and periods Can correctly use the relevant grammar structures and vocabulary. Can use contractions</p>	Presentation, Games
2	<p>All about you (Unit 3) Family and friends (Unit 4)</p> <p>Simple Sentence Structures 2 Question sentences and question marks. [Question marks (Evolve A1 p29)] Question sentences with singular pronouns Question sentences with plural or singular nouns Question sentences with adjectives (Subject verb agreement)</p> <p>A short paragraph [Headway p27] (fill in the blanks to write a short paragraph)</p> <p>A short paragraph describing your friend. [Headway p37] (complete sentences to write a paragraph about your friend) [about his/her family, job, interests]</p> <p>Writing Can use basic affirmative, negative, and question sentences and short answers Can use possessive adjectives and common verbs (have has love like work) Can describe a person using simple sentences with adjectives</p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
3	<p>Things I like! (Unit 5) / Every Day (Unit 6)</p> <p>Simple Sentence Structures 3 Simple affirmative, negative sentences with plural pronouns Question sentences with plural pronouns Simple affirmative, negative sentences with the frequency of adverbs Question sentences and question marks with the frequency of adverbs</p> <p>Writing: Can write a short paragraph describing a person. Can write a short paragraph about family members Can use frequency adverbs. Can correctly use the newly-learned vocabulary about sports food and drinks, languages, and nationalities)</p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
4	<p>Favourite Things (Unit 7)/ Home sweet home (Unit 8)</p> <p>Simple Sentence Structures 4 Simple imperative sentences with periods or exclamation marks</p>	Lecture, Question-Answer, Individual

	<p>Simple imperative sentences with nouns, pronouns, and adjectives Simple imperative sentences to give advice. Positive imperative sentences / Negative imperative sentences</p> <p>A holiday email [Headway p67] (fill in the blanks to write an email) A description of a town [Headway p78] (answer the questions to write a paragraph)</p> <hr/> <p>Writing: Can use pronouns (subject, object, possessive) Can use question words Can correctly use prepositions of place Can correctly use basic adjectives Can use the newly-learned grammar structures (There is/ there are, There isn't / there aren't) Can complete a template to write an email about a holiday. (from a popular tourist destination.) Can complete a template to write a simple paragraph about a town</p>	<p>Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
5	<p>Past times (Unit 9) / We had a good time! (Unit 10)</p> <p>Simple Sentence Structures 5 Joining sentences with the conjunction “and” [Commas in lists (Evolve A1 p125)] Joining sentences with the conjunction “but” [But for contrasting ideas, (English for Life A1 p23)] Joining sentences with the conjunction “however” Writing: Write about your last holiday. [Headway p98] Complete the expressions given to write about your last holiday</p> <hr/> <p>Writing: Can use the conjunction “and” Can use the conjunction “but” Can use the conjunction “however” Can use basic verbs (have, do, go) Can use expressions about weekend activities and sports Can correctly use regular and irregular verbs. Can make negative and positive sentences. Can ask and answer questions in the Simple Past Tense</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
6	<p>We can do it! (Unit 11) / Thank you very much! (Unit 12)</p> <p>Simple Sentence Structures 6 Joining sentences with the conjunction “because” [Because for giving reasons (English for Life A1 p71)] Joining sentences with the conjunction “so”. Writing: Write a conversation [Headway p 119] (about signs) Making sentences with “also” and “too”. (Evolve A1 p73)</p> <hr/> <p>Writing Can correctly use the conjunction “because” Can correctly use the conjunction “so” Can make sentences with “also” and “too”</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>

	<p>Can correctly use adverbs Can use <i>can/can't</i> to make negative, positive sentences. Can make requests and offers</p>	
7	<p>What's happening now? (Unit 13) / Let's go (Unit 14)</p> <p>Tense consolidation. Past, present, and future.</p> <p>Using the Present Continuous Tense to write about your future plans Using the Simple Past Tense to write about your past Using the Simple Present Tense to write about the present.</p> <p>Vocabulary consolidation: Using conjunctions to join sentences [And, but, because, so, however (conjunctions)]</p> <p>Punctuation consolidation: [Capital letters, periods, question marks, and exclamation marks.]</p> <p>Sentence consolidation:</p> <p>Affirmative sentences with nouns, pronouns, and adjectives Negative sentences with nouns, pronouns, and adjectives Question sentences with nouns, pronouns, and adjectives Imperative sentences with nouns, pronouns, and adjectives</p> <p>Writing: Write sentences about your life. [Headway p137] (about your present, past, future)</p> <hr/> <p>Writing: Can modify the sentences given to write a short paragraph Can correctly use the Present Simple Tense to write about the present. Can correctly use The Simple Past Tense to write about the past Can write sentences about the future plans (<i>going to</i> and <i>Present Continuous</i>) Can correctly use conjunctions Can correctly use punctuation marks</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>

Week/Date		Course Topics/Corresponding Activities in the Book Writing	Corresponding Program Competency
1	22 Sep 2025	Simple affirmative and negative sentences (with nouns / singular pronouns/ adjectives) [Capital letters and periods (Evolve A1 p9) [Contractions (Evolve A1 p 105)]	PY15 PY16 PY 17 PY 18
2	29 Sep 2025	Question sentences and question marks. [Question marks (Evolve A1 p29)] (with singular pronouns, plural or singular nouns), A short paragraph (Headway p27) A short paragraph describing your friend. (Headway p37)	PY15 PY16 PY 17 PY 18
3	6 Oct 2025	Simple affirmative, negative and question sentences with plural pronouns Simple affirmative, negative and question sentences with the frequency of adverbs	PY15 PY16 PY 17 PY 18
4	13 Oct 2025	Simple imperative sentences with periods or exclamation marks Simple imperative sentences with nouns, pronouns, and adjectives Simple imperative sentences to give advice. Positive imperative sentences / Negative imperative sentences A holiday email (Headway p67) (fill in the blanks to write an email) A description of a town (Headway p78) (answer the questions to write a paragraph)	PY15 PY16 PY 17 PY 18
5	20 Oct 2025	Joining sentences with the conjunction “and” [Commas in lists (Evolve A1 p125)] Joining sentences with the conjunction “but” [But for contrasting ideas, (English for Life A1 p23)] Joining sentences with the conjunction “however” Writing: Write about your last holiday.(Headway p98)	PY15 PY16 PY 17 PY 18
6	27 Oct 2025	Joining sentences with the conjunction “because” [Because for giving reasons (English for Life A1 p71)] Joining sentences with the conjunction “so”. Writing: Write a conversation (Headway p 119) (about signs) Making sentences with “also” and “too”	PY15 PY16 PY 17 PY 18
7	3 Nov 2025	Consolidation: Using the Present Continuous Tense to write about your future plans Using the Simple Past Tense to write about your past Using the Simple Present Tense to write about the present. Conjunctions [And, but, because, so, however] Punctuation marks. Sentence Structures (Affirmative, negative question imperative)	PY15 PY16 PY 17 PY 18

	Writing: Write sentences about your life. (Headway p137)	
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Textbook/Supplementary Book	
1	Headway Beginner Students Book 5 th Edition – Oxford University Press Liz & John Soars, Paul Hancock
2	
Course Tools, Equipment, and Materials, Online Platforms	

Assessment Method/Evaluation			
Method	Week	Time (Hour)	Contribution %
Quiz		1	15%
Writing Portfolio	All Weeks		10%
Presentation			10%
Online Study/Homework	All Weeks		5%
Mid-term Exam	5 th Week		20%
Level Completion Exam	8 th Week		40%
Sample Questions	1. Descriptive Paragraph Task : Write a short paragraph (6–7 sentences) describing you and your family. <ul style="list-style-type: none"> • Start with introducing yourself. • Give your personal information • Use at least 4 adjectives (appearance + clothing + personality). • Use the correct order of adjectives. • Try to use and, but, also, because, however, so to connect your ideas. 		
	2. Error Correction Task: Find the mistake and rewrite the sentence correctly: <ul style="list-style-type: none"> • <i>She is a blue-eyed beautiful young girl.</i> → She is a beautiful young blue-eyed girl. 		

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Student Workload			
	Weekly Hours	Number	Workload
Weekly Course Hours	22		
Out-of-Class Study			
a) Reading			
b) Internet/Library Research			
c) Quiz preparation			
d) Presentation Preparation			
e) Homework			
f) Vocabulary Study			
g) Mid-term Preparation			
h) Level Completion Exam Preparation			
i) Completing online studies and homework			
Recommendations for Students			
<ul style="list-style-type: none"> • Make sure you read, listen to, or watch all your course materials in online learning environments and face-to-face classes, and complete all assignments given to you by your instructor. • Complete your homework and submit it before the deadlines. These assignments will constitute an essential part of your grades. • Participate as actively as possible in classes. • Try to complete all exercises in your student application before and after face-to-face classes. • Especially at lower levels, learn more phrases or sentences rather than language rules. Put patterns, idioms, and expressions in your mental basket and try to keep them alive. Form this habit and enrich your memorized vocabulary. Rules can only help you if you have a language ready to use. Collaborate with other students in class and help each other learn. 			

A2 SEVİYESİ DERS PLANLARI

A2 Seviyesi Main Course Ders Planı



TOKAT GAZİOSMANPAŞA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
A2 LEVEL SYLLABUS

PREPARATORY CLASS A2 LEVEL-MAIN COURSE
LEVEL COORDINATOR
Name: ÖZGE DURAN GERÇEKÇİOĞLU
LEVEL DEFINITION
Elementary (A1–A2): This level is for students who already know some basic English. They are developing their ability to communicate in everyday situations, understand simple texts and conversations, and express themselves in familiar contexts.
LEVEL PREREQUISITE
Students must have completed the Beginner (A0–A1) level or demonstrate equivalent knowledge via a placement test.

Code:	Name: A2 Level	Theory and Application:22	ECTS:
Class/Term/Quarter		Preparatory/First Term/ first Quarter	
Course Level		A2	
Course Type		Mandatory	
Teaching System		Formal Education	
Course Duration		7+1 Weeks	
Instructor		Özge DURAN GERÇEKÇİOĞLU	
Other Instructor/Instructors		All the other Lecturers at the School of Foreign Languages	
Teaching Language		English	
Out-of-Class Application/Internship			
Course Objective			
This course aims to help students progress from an A1 (Beginner) to an A2 (Elementary) level of English by developing their grammar knowledge, vocabulary, and communicative competence across the four key skills: listening, reading, speaking, and writing. Using the <i>Oxford Headway</i>			

Elementary 5th Edition course book, students will gain confidence in everyday communication, understand and use common grammatical structures, and express themselves in familiar situations, both orally and in writing. The course also supports students in developing essential study habits, pronunciation, and listening comprehension through interactive and real-life contexts.

Learning Outcomes

(The learning outcomes for the relevant level have been determined following the descriptors found in the Common European Framework of Reference for Languages (CEFR), taking into account the needs of the students.)

Students who complete this course will:

RECEPTIVE SKILLS	LISTENING	<p>GOAL: Understand short, clear, slow speech on familiar topics. Recognize familiar words and basic phrases concerning themselves, their family, shopping, local geography, and work.</p>	<ul style="list-style-type: none"> • Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. • Can recognize familiar words and very basic phrases concerning self, family, and immediate surroundings when people speak slowly and clearly. • Can identify key words and expressions in short recorded dialogues or announcements when the message is simple and the topic familiar. • Can follow short, clear, slow, and simple instructions and directions. • Can understand short conversations about everyday topics (e.g., routines, time, weather, likes/dislikes) when delivered slowly and clearly.
	READING	<p>GOAL: Read and understand very short, simple texts and find specific, predictable information in everyday material such as advertisements, menus, timetables, and signs.</p>	<ul style="list-style-type: none"> • Can understand short, simple texts containing the most common vocabulary and basic grammar structures. • Can find specific information in texts such as schedules, notices, instructions, personal messages, and webpages. • Can identify key information in short personal letters and emails. • Can follow simple written directions (e.g., how to get somewhere, how to use a product). • Can understand short descriptions of people, places, and objects when written in simple language.

PRODUCTIVE SKILLS	SPEAKING	<p>GOAL: Communicate in simple and routine tasks using simple phrases and sentences to describe people, living conditions, daily routines, likes/dislikes, etc.</p>	<ul style="list-style-type: none"> • Can introduce themselves and others, and ask and answer questions about personal details such as where they live, what they do, and things they like. • Can describe everyday activities and routines using basic structures. • Can describe people (appearance, family), places (home, town), and possessions in simple terms. • Can give short rehearsed presentations or responses to familiar questions. • Can use simple language to make and respond to invitations, suggestions, and apologies.
	WRITING	<p>GOAL: Write short, simple notes, messages, and personal letters about everyday matters.</p>	<ul style="list-style-type: none"> • Can write short paragraphs and messages related to personal topics (e.g., introducing themselves, describing their daily routine). • Can complete forms with basic personal information (e.g., name, nationality, address). • Can write simple connected sentences using common linking words (e.g., and, but, because). • Can write short descriptions of familiar objects, places, and people. • Can compose simple emails and notes to convey basic information or make simple requests.
INTERACTION	SPEAKING	<p>GOAL: Take part in simple interactions and routine conversations on familiar topics.</p>	<ul style="list-style-type: none"> • Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech. • Can use basic structures and memorized phrases to handle short exchanges in predictable everyday situations (e.g., shopping, ordering food, asking directions). • Can ask and answer simple questions in areas of immediate need or on familiar topics. • Can manage simple transactions in shops, cafés, or public transport by using prepared expressions. • Can participate in basic conversations about family, hobbies, routines, likes, and preferences.

Course Content		
English Grammar, reading, writing, listening, speaking, and daily language use.		
Detailed Weekly Course Content		
Week	Detailed Content and Topics/Related Learning Outcomes	Teaching Methods and Techniques
1	<p>Unit 1: Nice to meet you! <u>Language Focus</u> Basic grammar structures (am / is / are, have / go / live) Possessive adjectives (my, your, his, her) Possessive 's (John's book) Use of contractions in natural speech for fluency <u>Vocabulary</u></p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role

	<p>Everyday personal information vocabulary (name, nationality, job, family, etc.)</p> <p>Countries and nationalities</p> <p><u>Everyday English</u></p> <p>Greetings and farewells</p> <p>Asking for and giving personal details</p> <p><u>Reading</u></p> <p>A short, social-media-style text where the writer talks about themselves, their language school, and their city</p> <p><u>Listening</u></p> <p>Listening to introductions and matching them to speakers</p> <p>Listening for specific details (names, countries, jobs)</p> <p><u>Pronunciation</u></p> <p>Sentence stress in introductions</p> <p>Contractions in spoken English (I'm, you're, he's, etc.)</p> <p><u>Writing</u></p> <p>Writing a short personal introduction</p> <p>Using correct punctuation and capital letters for names and places</p> <p><u>Speaking</u></p> <p>Introducing yourself to classmates</p> <p>Asking and answering basic personal questions</p> <hr/> <p>-Building confidence in speaking to new people</p> <p>-Listening for key details in short conversations</p> <p>-Understanding and using simple grammatical structures accurately</p> <p>-Reading for gist and specific information in short personal texts</p> <p>-Writing a clear and correct personal introduction</p>	<p>Play, Drama, Think-Pair-Share, Presentation, Games</p>
<p>2</p>	<p>Unit 2: Work and Family Life</p> <p><u>Language Focus</u></p> <p>Present Simple (affirmative, questions, negatives), especially third person singular.</p> <p><u>Vocabulary</u></p> <p>Jobs and occupations: e.g., architect, dentist, pilot, nurse, journalist, taxi driver, accountant, fireman, interpreter, footballer, etc.</p> <p><u>Everyday English</u></p> <p>Asking and giving the time using Present Simple routines (e.g. "What time does the bus leave?")</p> <p><u>Pronunciation & Listening</u></p> <p>Likely embedded within pronunciation-focused activities; primary focus remains on communicative interaction and time-telling</p> <p><u>Speaking & Communication</u></p> <p>Activities include Present Simple domino games to build fluency. Pair/group exercises talking about jobs and family members using prompts like "What does she do?".</p> <p>Unit 3: Time Off</p> <p><u>Language Focus</u></p> <p>Present Simple question forms</p> <p>Adverbs of frequency to describe routines (e.g., always, usually, sometimes).</p> <p><u>Vocabulary</u></p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>

	<p>Leisure and free-time activities such as (implied) "go to the gym," "play snooker," "study," "earn," "walk the dog," etc..</p> <p><u>Everyday English</u> Common social expressions and conversational responses in everyday contexts. Roleplay of casual interactions (e.g., greetings, informal chat)</p> <p><u>Speaking & Communication</u> Writing and speaking about personal routines and free time via questionnaires and small group discussions. Social expressions practiced through role-play as in "What's the response?" exercises.</p>	
3	<p>-Practice forming and responding to Present Simple structures. -Engaging in asking/giving personal and family-related information. -Reinforcing vocabulary related to occupations and daily routines. -Enhancing ability to form Present Simple questions and describe habits. -Expanding vocabulary around daily routines and leisure. -Practicing social fluency in common, informal conversations.</p> <p>Unit 4: House and Home <u>Language Focus</u> There is / There are for describing rooms and places Some / Any with countable and uncountable nouns Prepositions of place (in, on, under, next to, between, opposite, etc.) <u>Vocabulary</u> Rooms and furniture Common household items Numbers and prices <u>Everyday English</u> Asking for and giving prices Describing locations of objects in a home <u>Reading</u> A descriptive text about someone's home and lifestyle Reading for gist and specific details <u>Listening</u> Listening to descriptions of different homes and matching to pictures/floor plans <u>Writing</u> Writing a short description of your home <u>Speaking</u> Describing your home to a partner Asking questions about homes for rent or sale Unit 5: Super U! <u>Language Focus</u> Can / Can't for ability and permission Word order in statements and questions with can <u>Vocabulary</u> Jobs and abilities (e.g., play the violin, speak three languages, ride a motorbike) Collocations: verb + noun, noun + noun <u>Everyday English</u> Making polite requests in everyday situations <u>Reading</u></p>	<p>Lecture, Question- Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair- Share, Presentation, Games</p>

	<p>Short biographical profiles of famous, talented people</p> <p><u>Listening</u> Listening to conversations about abilities and matching to people/jobs</p> <p><u>Writing</u> Writing a simple formal email (e.g., job application)</p> <p><u>Speaking</u> Talking about your own skills and abilities</p>	
4	<p>Unit 6: Lessons in Life</p> <p><u>Language Focus</u> Past Simple (affirmative, negatives, questions) for regular and irregular verbs Past time expressions: yesterday, last week, two days ago, in 2005, etc. Using was/were for describing states in the past</p> <p><u>Vocabulary</u> Common irregular verbs (go, have, buy, meet, see, come, get, give, read, write) Words and phrases related to memorable events and life experiences</p> <p><u>Everyday English</u> Asking and answering about past events (Did you...?, Yes, I did. / No, I didn't.) Using conversational prompts to tell short stories about the past</p> <p><u>Pronunciation & Listening</u> Past Simple -ed endings: /t/, /d/, /ɪd/ Listening for gist and detail in short narratives about life events</p> <p><u>Speaking & Communication</u> Pair interviews: "Tell me about an important day in your life" Group storytelling: sequencing events using Past Simple verbs Comparing life experiences with classmates</p> <p>Unit 7: Remember When...</p> <p><u>Language Focus</u> Past Simple of be (was, were) in affirmative, negative, and question forms Using there was / there were for describing the past Comparative use of then and now</p> <p><u>Vocabulary</u> Words related to childhood and past life: old toys, transport, technology (e.g., teddy bear, record player, steam train, typewriter) Phrases for comparing past and present lifestyles</p> <p><u>Everyday English</u> Talking about "then and now" Asking questions about the past: What was... like?, Were there...?, Did you have...?</p> <p><u>Pronunciation & Listening</u> Stress and intonation in past time questions Listening to interviews about life in the past and noting differences with modern life</p> <p><u>Speaking & Communication</u> Pair discussions comparing personal childhood experiences Class survey: "When you were a child..." questions</p>	<p>Lecture, Question- Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair- Share, Presentation, Games</p>

	<ul style="list-style-type: none"> -Use Past Simple (affirmative, negative, questions) with regular and irregular verbs. -Form and respond to negative sentences and short questions. -Use negative prefixes (un-, il-, dis-) to form opposites. -Use How come...? questions to ask for explanations in a surprised or puzzled way. -Use polite expressions to ask for help, offer help, request permission, and get information. -Understand and produce the correct pronunciation of Past Simple -ed endings (/t/, /d/, /ɪd/). -Talk about memorable past events using appropriate vocabulary and grammar. -Use Past Simple of be (was, were) and there was/there were in affirmative, negative, and question forms. -Form negative sentences and short questions accurately. -Use negative prefixes (un-, il-, dis-) to express opposites. -Use How come...? questions naturally in conversation. -Use polite expressions for asking help, offering help, requesting permission, and getting information. -Recognise and produce correct intonation and stress in past time questions. -Use vocabulary related to childhood and past life to compare past and present. -Engage in discussions and presentations about changes in life over time. 	
5	<p>Unit 8: Love it or hate it!</p> <p><u>Language Focus:</u> Countable and uncountable nouns Quantifiers: some, any, a lot of, much, many Questions and short answers: Do you like...? / Would you like...? Articles: a, an, some</p> <p><u>Vocabulary:</u> Food and drink items: tea, coffee, apple, banana, etc. Daily needs: aspirin, plasters, shampoo, etc.</p> <p><u>Everyday English:</u> Talking about likes and dislikes regarding food and daily items. Making polite requests and offers: "Would you like some tea?"</p> <p><u>Pronunciation & Listening:</u> Focus on pronunciation of food and drink items. Listening to conversations about food preferences and daily needs.</p> <p><u>Speaking & Communication:</u> Pair and group discussions about favourite foods and daily necessities. Role-plays practicing making offers and requests.</p> <p>Unit 9: Life in the city</p> <p><u>Language Focus:</u> Comparative adjectives-Superlative adjectives Prepositions of movement: along, through, over Have got for possession</p> <p><u>Vocabulary:</u> Town and country vocabulary: museum, market, field, river, etc. Adjectives for describing places: beautiful, noisy, quiet, etc.</p> <p><u>Everyday English:</u> Describing places using comparative and superlative adjectives. Asking and answering questions about places in the city.</p>	<p>Lecture, Question- Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair- Share, Presentation, Games</p>

	<p><u>Pronunciation & Listening:</u> Focus on pronunciation of comparative and superlative adjectives. Listening to descriptions of different places in the city.</p> <p><u>Speaking & Communication:</u> Pair and group activities comparing different places in the city. Role-plays practicing asking for and giving directions.</p> <hr/> <p>-Use countable and uncountable nouns correctly in sentences. -Apply quantifiers such as some, any, a lot of, much, and many appropriately.</p> <p>-Form and respond to questions and short answers about likes and dislikes (Do you like...?, Would you like...?). -Use articles (a, an, some) properly in context. -Talk about food, drink, and daily needs vocabulary confidently. -Make polite requests and offers using phrases like Would you like...?. -Understand and pronounce food and drink items clearly in conversation. -Participate in role-plays and discussions about preferences and daily necessities. -Use comparative and superlative adjectives to describe places and things (bigger, smaller, the most expensive). -Apply prepositions of movement (along, through, over) accurately. -Use have got to express possession and compare things. -Describe town and country vocabulary confidently, including places and adjectives for places. -Ask and answer questions about places in a city or town. -Use correct pronunciation of comparative and superlative forms in speech. -Listen and understand descriptions of different places and features in the city. -Engage in pair and group activities to compare places and practice asking/giving directions.</p>	
6	<p>Unit 10: What are you up to? <u>Language Focus:</u> Present Continuous tense (affirmative, negative, questions) Use of now, at the moment, currently Talking about actions happening at the moment of speaking</p> <p><u>Vocabulary:</u> Describing people</p> <p><u>Everyday English:</u> Asking and answering questions about current activities: What are you doing?</p> <p><u>Pronunciation & Listening:</u> Listening to conversations about current activities</p> <p><u>Speaking & Communication:</u> Pair work: asking and answering about current activities Role-plays: making plans and arrangements</p> <p>Unit 11: Going for it! <u>Language Focus:</u> Future intentions with going to Questions and negatives with going to Talking about future plans and intentions</p> <p><u>Vocabulary:</u> Places and activities</p>	<p>Lecture, Question- Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair- Share, Presentation, Games</p>

	<p><u>Everyday English:</u> Making suggestions and offers</p> <p><u>Pronunciation & Listening:</u> Listening to conversations about future plans</p> <p><u>Speaking & Communication:</u> Pair work: discussing future plans and intentions Role-plays: making suggestions and offers</p> <hr/> <p>-Expressions of quantity -Matching expressions of quantity to uncountable and countable nouns to talk about amounts accurately. -Discussing the differences between common countable and uncountable nouns. -Two-syllable words which can be stressed in different ways, according to whether they are nouns, adjectives or verbs. -Using informal expressions of quantity. -Useful business phrases and a wide range of numbers. -Students revise and deepen their knowledge of how to say dates, times, phone numbers, fractions, etc. -An article about a famous businessman and inventor. -A jigsaw reading exercise. -Listening to five radio advertisements in order to identify the product and selling point, complete a chart with further information, and answer questions about the content. -Conducting a class lifestyle survey and relaying the results. -Discussing the lives of successful entrepreneurs and speculating about starting your own business. -Opening a restaurant – developing a business strategy and preparing a business presentation. -Writing a five-statement survey, conducting research, and writing a well-structured report of the findings.</p>	
7	<p>Unit 12: Have you ever...? <u>Language Focus</u> Present Perfect tense (affirmative, negative, questions) Use of ever, never, yet, already Asking about life experiences with Have you ever...? Differences between Present Perfect and Past Simple</p> <p><u>Vocabulary</u> 'Take and get' verbs Transport and travel Adverbs of frequency related to experiences: ever, never, already, yet</p> <p><u>Everyday English</u> Asking and answering questions about personal experiences Using polite conversational expressions related to experiences</p> <p><u>Pronunciation & Listening</u> Pronunciation of Present Perfect contractions (I've, you've, etc.) Listening to interviews and conversations about life experiences</p> <p><u>Speaking & Communication</u> Pair interviews asking Have you ever...? questions Group discussions sharing experiences and stories Role-plays involving talking about experiences</p>	<p>Lecture, Question- Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair- Share, Presentation, Games</p>

	<ul style="list-style-type: none"> -Use Present Perfect tense to talk about life experiences. -Form and answer questions with Have you ever...? -Use adverbs ever, never, yet, and already correctly. -Distinguish between Present Perfect and Past Simple usage. -Understand and use contractions in Present Perfect. -Participate actively in conversations about personal experiences. -Share stories and information about things they have or haven't done. 	
8	MID-TERM EXAMS	

15 September 2025	Proficiency Exam Phase I(Written Section)
16 September 2025	Proficiency Exam Phase II (Listening/Writing/Speaking Sections)
18 September 2025	Placement Test
19 September 2025	Orientation

Week/Date	Course Topics/Corresponding Activities in the Book	Corresponding Program Competency
1	22 September 2025 Language Focus (verb to be-possessive adjectives-) Pages 10-11-12 Activities 1, 2, 3,4 Language Focus – Grammar Reference 1.1-1.2 p143	PY1, PY2, PY3, PY4
	23 September 2025 Practice(be-am,is,are) Page 13 Activities 1,2,3 Spelling-Talking about you-Writing Pages13 Activities 4,5,6	PY5, PY6, PY7
	24 September 2025 Reading and Listening Pages 14-15 Activities 1,2,3,4	PY9, PY10, PY11, PY12
	25 September 2025 Listening Page 15 Activity 6 Vocabulary and Speaking Page 16 Activities 1,2,3,4,5	PY6, PY8, PY13, PY14
2	29 September 2025 Language Focus (present simple-questions and negatives) Pages 20-21 Activities 1,2,3,4,5 Grammar Reference 2.1-2.2 P143 Practice (Present simple) Page 22 Activities 1,2,3,4	PY1, PY2, PY3, PY4
	30 September 2025 Talking about family and friends Listening Page 23 Activities 5,6,7,8,9,10,11 Reading and speaking Pages 24-25 Activities 1,2,3,4,5,6,7 Vocabulary and listening Page26 Activities 1,2,3	PY9, PY10, PY11, PY12
	1 October 2025 Language Focus(present simple-I/you/we/they) Pages30-31 Activities 1,2,3,4,5,6,7 Practice(Wh- questions) Page 32 Activities 1,2,3,4 Vocabulary and Listening Page33 Activities 1,2,3,4	PY6, PY8, PY13, PY14
	2 October 2025 Reading and Speaking Pages 34-35 Activities 1,2,3,4,5	PY9, PY10, PY11, PY12

		Speaking And Listening Pages 36 Activities 1,2,3,4	
3	6 October 2025	Language Focus(There is-there are) Pages 40-41 Activities 1,2,3,4,5 Grammar Reference 4.1-4.2 Page144 Language Focus(some-any-a lot) Pages 42-43 Activities 1,2,3,4 Practice Page43 Activities 1,2,3,4,5,6	PY1, PY2, PY3, PY4
	7 October 2025	Reading and speaking Pages 44-45 Activities 1,2,3,4,5,6,7 Vocabulary and speaking Page46 Activities 1,2,3,4,5,6,7 Writing Page 48 Activities 1,2,3,4,5,6	PY9, PY10, PY11, PY12
	8 October 2025	Language Focus (can-can't) Pages 50 Activities 1,2,3,4 Grammar Reference 5.1 Page145 Practice Page 51-52Activities 1,2,3,4 Grammar and pronunciation Grammar reference page145 5.2-5.3 Practice page 53	PY5, PY6, PY7
	9 October 2025	Reading and speaking Pages 54-55 Activities 1,2,3 Vocabulary and listening Page 56 Activities 1,2,3,4,5,6,7 Writing(Formal email) Page 58 Activities 1,2,3,4,5	PY9, PY10, PY11, PY12
4	13 October 2025	Language Focus(Past Simple-regular verbs) Pages 60-61 Activities 1,2,3,4,5,6,7 Practice Pages 62-63 Activities 1,2,3,4,5	PY1, PY2, PY3, PY4
	14 October 2025	Reading and listening Pages 64-65 Activities 1,2,3,4,5 Vocabulary and listening Page 66 Activities 1,2,3 Writing (a biography) Page 68 Activities 1,2,3,4,5	PY9, PY10, PY11, PY12, PY13, PY14
	15 October 2025	Language Focus (Past simple-questions and negatives) Pages 70-71 Grammar Reference Page146 7.1-7.2 Practice Page 72 Activities 1,2,3,4,5,6 Speaking Page 73 Activities 1,2,3,4	PY1, PY2, PY3, PY4
	16 October 2025	Reading and speaking Pages 74-75 Activities 1,2,3,4,5 Vocabulary and listening Page 76 Activities 1,2,3,4,5,6,7,8,9 Writing(Telling a story)	PY5, PY6, PY7, PY9, PY10, PY11, PY12

		Page 78 Activities 1,2,3,4,5	
5	20 October 2025	Language Focus (Countable- uncountable) Pages 80-81 Activities 1,2,3 Grammar References 8.1-8.2-8.3 Page 146 Practice Pags 82-83 Activities 1,2,3,4 Grammar Reference 8.4 Page 146	PY1, PY2, PY3, PY4
	21 October 2025	Reading and speaking Pages 84-85 Activities 1,2,3,4,5 Listening and speaking Page 85 Activities 1,2 Vocabulary and pronunciation Page 86 Activities 1,2,3 Writing Page 88 Activities 1,2,3,4	PY9, PY10, PY11, PY12
	22 October 2025	Language Focus (comparatives) Pages 90-91 Activities 1,2,3,4,5 Grammar References 9.1 page147 Language Focus(have got) Pages 92-93 Activities 1,2,3 Practice Page 93 Activities 1,2,3	PY1, PY2, PY3, PY4
	23 October 2025	Reading and speaking Pages 95-95 Activities 1,2,3,4,5 Vocabulary and listening Page 96 Activities 1,2,3,4,5 Writing(Describing a place) Page 98 Activities 1,2,3,4	PY5, PY6, PY7 PY9, PY10, PY11, PY12
24 October 2025		MID-TERM EXAM	
6	27 October 2025	Language Focus (Present Continuous) Pages 100Activities 1,2,3 Grammar Reference 10.1-10.2 page 147 Practice Page101 Activities 1,2,3,4,5 Language Focus (present simple and continuous) Page 102 Activities 1,2,3,4 Grammar Reference 10.3 Page 147 Practice Page 102 Activities 1,2,3,4	PY1, PY2, PY3, PY4
	28 October 2025 *	Reading and speaking Pages 104-105 Activities 1,2,3,4,5 Vocabulary and speaking Page 106 Activities 1,2,3,4,5 Writing (comparing and contrasting) Page 108 Activities 1,2,3,4	PY5, PY6, PY7 PY9, PY10, PY11, PY12
	29 October 2025 *	Language Focus (going to) Pages 110-111 Activities 1,2,3,4 Grammar Reference 11.1-11.2 Page 148 Practice	PY1, PY2, PY3, PY4

		pages 111-112 Activities 1,2,3,4,5,6,7 Grammar Reference 11.2-11.3 Page 148	
	30 October 2025	Reading and Speaking Page 114-115 Activities 1,2,3 Vocabulary and listening Page 116 Activities 1,2,3,4,5,6,7 Writing (Descriptive writing) Page 118 Activities 1,2,3,4	PY5, PY6, PY7 PY9, PY10, PY11, PY12
7	3 November 2025	Language Focus (Present Perfect) Pages 120-121 Activities 1,2,3,4,5 Practice Activities 1,2,3,4,5,6 Grammar Reference 12.1-12.2 Page 148	PY1, PY2, PY3, PY4
	4 November 2025	Reading and speaking Pages 124-125 Activities 1,2,3,4,5	PY9, PY10, PY11, PY12
	5 November 2025	Vocabulary and speaking Page 126 Activities 1,2,3,4,5	PY6, PY8, PY13, PY14
	6 November 2025	Writing (Poem) Page 128 Activities 1,2,3,4,5,6	PY9, PY10, PY11, PY12
	10 November 2025	LEVEL COMPLETION EXAM	
	11 November 2025	LEVEL COMPLETION EXAM	
	12 November 2025	LEVEL COMPLETION EXAM	
	13 November 2025	LEVEL COMPLETION EXAM	
	14 November 2025	LEVEL COMPLETION EXAM	

Textbook/Supplementary Book	
1	Headway Elementary Students Book 5 th Edition – Oxford University Press Liz & John Soars, Paul Hancock
Course Tools, Equipment, and Materials, Online Platforms	
Headway Online Study Site	

Assessment Method/Evaluation			
Method	Week	Time (Hour)	Contribution %
Quiz		1	15%
Writing Portfolio	All Weeks		10%
Presentation			10%
Online Study/Homework	All Weeks		5%
Mid-term Exam	5 th Week		20%
Level Completion Exam	8 th Week		40%
Sample Questions		1. Which option is correct? A) She has never been to London. B) She never has been to London. C) She has never gone London. D) She hasn't never been to London.	

2. I can't call you because I _____ my phone at home.

- A) left
 - B) have left
 - C) am leaving
 - D) leaves
-

3. Choose the correct sentence.

- A) If it rains tomorrow, we stay at home.
 - B) If it rains tomorrow, we will stay at home.
 - C) If it will rain tomorrow, we stay at home.
 - D) If it raining tomorrow, we will stay at home.
-

4. When I arrived, the film _____ .

- A) already started
 - B) has already started
 - C) had already started
 - D) was already start
-

5. Which sentence is correct?

- A) He asked me what time does the train leave.
- B) He asked me what time the train leaves.
- C) He asked me what time did the train leave.
- D) He asked me what time the train leaving.

	Answer key : 1.A – 2.A – 3.B – 4.C – 5.B
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Recommendations for Students

- Make sure you read, listen to, or watch all your course materials in online learning environments and face-to-face classes, and complete all assignments given to you by your instructor.
- Complete your homework and submit it before the deadlines. These assignments will constitute an essential part of your grades.
- Participate as actively as possible in classes.
- Try to complete all exercises in your student application before and after face-to-face classes.
- Especially at lower levels, learn more phrases or sentences rather than language rules. Put patterns, idioms, and expressions in your mental basket and try to keep them alive. Form this habit and enrich your memorized vocabulary. Rules can only help you if you have a language ready to use. Collaborate with other students in class and help each other learn.



TOKAT GAZİOSMANPAŞA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
A2 LEVEL SYLLABUS

PREPARATORY CLASS A2 LEVEL-SPEAKING
LEVEL COORDINATOR
Name: ÖZGE DURAN GERÇEKÇİOĞLU
LEVEL DEFINITION
Elementary (A1–A2): This level is for students who already know some basic English. They are developing their ability to communicate in everyday situations, understand simple texts and conversations, and express themselves in familiar contexts.
LEVEL PREREQUISITE
Students must have completed the Beginner (A0–A1) level or demonstrate equivalent knowledge via a placement test.

Code:	Name: A2 Level	Theory and Application:22	ECTS:
Class/Term/Quarter		Preparatory/First Term/ first Quarter	
Course Level		A2	
Course Type		Mandatory	
Teaching System		Formal Education	
Course Duration		7+1Weeks	
Instructor		Özge DURAN GERÇEKÇİOĞLU	
Other Instructor/Instructors		All the other Lecturers at the School of Foreign Languages	
Teaching Language		English	
Out-of-Class Application/Internship			
Course Objective			
This course aims to help students progress from an A1 (Beginner) to an A2 (Elementary) level of English by practicing fundamental speaking skills such as asking and answering questions, expressing opinions, making requests, and engaging in simple conversations. The course aims to build fluency, improve pronunciation, and expand functional vocabulary suitable for elementary-			

level learners and develop students' ability to communicate confidently and clearly in everyday situations.

Learning Outcomes

(The learning outcomes for the relevant level have been determined following the descriptors found in the Common European Framework of Reference for Languages (CEFR), taking into account the needs of the students.)

Students who complete this course will:

INTERACTION	SPEAKING	<p>GOAL: Take part in simple interactions and routine conversations on familiar topics.</p>	<ul style="list-style-type: none"> • introduce themselves and others confidently in everyday situations. • use basic greetings, questions, and responses to start and maintain simple conversations. • ask for and give personal information such as name, age, nationality, and hobbies. • talk about their daily routines, likes, and dislikes using simple sentences. • express opinions, preferences, and feelings clearly and politely. • make and respond to requests, offers, and invitations in common social contexts. • describe people, places, and objects using simple vocabulary and structures. • understand and use frequently used phrases in typical travel, shopping, and dining situations. • improve pronunciation to be understood by native and non-native speakers. • participate in short discussions and role-plays to build conversational confidence.
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Course Content

Speaking, and daily language use.

Detailed Weekly Course Content

Week	Detailed Content and Topics/Related Learning Outcomes	Teaching Methods
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		and Techniques
1	<p>Unit 1: Nice to meet you!</p> <ul style="list-style-type: none"> • Introducing yourself and others • Asking and answering simple personal questions (name, nationality, job, family) • Using greetings and farewells • Using contractions in natural speech for fluency (I'm, you're, etc.) • Short introductory conversations with classmates <p>Unit 2: Work and Family Life</p> <ul style="list-style-type: none"> • Talking about jobs and occupations • Asking and answering about family members and daily routines • Using Present Simple tense to talk about habits • Asking questions like "What does she/he do?" 	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
	<p>-Build confidence in speaking to new people</p> <p>-Answer basic personal questions accurately and fluently</p>	
2	<p>Unit 3: Time Off</p> <ul style="list-style-type: none"> • Talking about leisure activities and free time • Using adverbs of frequency (always, usually, sometimes) • Practicing common social expressions and informal conversations <p>Unit 4: House and Home</p> <ul style="list-style-type: none"> • Describing rooms, furniture, and objects in a home • Using prepositions of place (in, on, under, next to, etc.) • Asking for and giving prices • Talking about your home or homes for rent/sale • Role-playing casual social interactions 	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
	<p>-Provide simple information about work and family</p> <p>-Describe daily routines clearly.</p> <p>-Express hobbies and free-time activities</p> <p>-Use appropriate social expressions in conversations</p>	
3	<p>Unit 5: Super U!</p> <ul style="list-style-type: none"> • Using "can" and "can't" to talk about abilities and permissions • Talking about your skills and talents 	<p>Lecture, Question-Answer, Individual Work, Group</p>

	<ul style="list-style-type: none"> • Making polite requests and offers • Talking about jobs and abilities <p>Unit 6: Lessons in Life</p> <ul style="list-style-type: none"> • Using Past Simple to talk about past events and experiences • Sharing stories about important days or events in your life • Asking and answering questions about the past • 	<p>Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
	<p>-Describe home and furniture confidently -Ask and answer questions about location and price -Use “can/can’t” correctly in speech -Make polite requests and talk about abilities</p>	
<p>4</p>	<p>Unit 7: Remember When...</p> <ul style="list-style-type: none"> • Using Past Simple of “be” (was/were) • Describing past situations with “there was/were” • Comparing past and present lifestyles • Asking and answering questions about childhood and past life <p>Unit 8: Love it or hate it!</p> <ul style="list-style-type: none"> • Talking about likes and dislikes with questions like “Do you like...?” and “Would you like...?” • Using countable and uncountable nouns and quantifiers in speech • Making polite offers and requests • Discussing food, drinks, and daily necessities <p>Unit 9: Life in the city</p> <ul style="list-style-type: none"> • Describing places using comparative and superlative adjectives (bigger, smaller, the most beautiful) • Asking for and giving directions • Talking about town and country vocabulary • Using “have got” to express possession 	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
	<p>-Talk about past experiences clearly -Understand and respond to Past Simple questions -Use Past Simple to describe past situations -Discuss changes between past and present -Express preferences clearly -Make polite offers and requests -Describe places clearly using comparisons -Ask for and give directions confidently -Use “have got” in conversations about possession</p>	

5	<p>Unit 10: What are you up to?</p> <ul style="list-style-type: none"> Using Present Continuous tense to talk about current actions Asking and answering about what people are doing now Making plans and arrangements <p>Unit 11: Going for it!</p> <ul style="list-style-type: none"> Using “going to” for future intentions and plans Asking and answering questions about the future Making suggestions and offers <p>Unit 12: Have you ever...?</p> <ul style="list-style-type: none"> Using Present Perfect tense to ask about life experiences Using adverbs like ever, never, yet, already Asking and answering questions about personal experiences Sharing stories and experiences in conversations 	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	<p>Talk about actions happening at the moment of speaking</p> <ul style="list-style-type: none"> -Make and respond to questions about current activities -Discuss plans with others -Express future plans and intentions clearly -Make suggestions and offers naturally -Respond appropriately to future-related questions -Use Present Perfect tense accurately in speech -Participate in conversations about life experiences -Use common adverbs of frequency and experience -Use polite conversational expressions 	
6	Presentations of Students	
7	Presentations of Students	
8	MID-TERM EXAMS	

15 September 2025	Proficiency Exam Phase I(Written Section)	
16 September 2025	Proficiency Exam Phase II (Listening/Writing/Speaking Sections)	
18 September 2025	Placement Test	
19 September 2025	Orientation	
Week/Date	Course Topics/Corresponding Activities in the Book	Corresponding Program Competency
1	<p>22-25September 2025</p> <p>Unit 1 – Everyday English: Everyday conversations Page17</p> <p>Unit 2- Everyday English: What time is it? Page 27</p>	PY6, PY12, PY13, PY14

2	29 September 2025- 2 October 2025	Unit 3- Everyday English: Social expressions Page 37 Unit 4- Everyday English: Number and Prices Page 47	PY6, PY12, PY13, PY14
3	6 October 2025- 9 October 2025	Unit 5- Everyday English: Polite Request Page 57 Unit 6- Everyday English: What's the date? Page 67	PY6, PY12, PY13, PY14
4	13 October 2025- 16 October 2025	Unit 7- Everyday English: Special Occasions Page 77 Unit 8- Everyday English: Shopping in the High Street Page 87 Unit 9- Everyday English: Directions Page 97	PY6, PY12, PY13, PY14
5	20 October 2025- 23 October 2025	Unit 10- Everyday English: Everyday situations Page 107 Unit 11- Everyday English: Making suggestions Page 117 Unit 12- Everyday English: Transport and travel Page 127	PY6, PY12, PY13, PY14
24 October 2025		MID-TERM EXAM	
6	27 October 2025- 30 October 2025	STUDENT PRESENTATIONS	PY6, PY12, PY13, PY14
7	3 November 2025- 6 November 2025	STUDENT PRESENTATIONS	PY6, PY12, PY13, PY14
10 November 2025		LEVEL COMPLETION EXAM	
11 November 2025		LEVEL COMPLETION EXAM	
12 November 2025		LEVEL COMPLETION EXAM	
13 November 2025		LEVEL COMPLETION EXAM	
14 November 2025		LEVEL COMPLETION EXAM	

Textbook/Supplementary Book	
1	Headway Upper-intermediate Students Book 5 th Edition – Oxford University Press Liz & John Soars, Paul Hancock
Course Tools, Equipment, and Materials, Online Platforms	
Headway Online Study Site	

Method	Week	Contribution %
Quiz		15%
Writing Portfolio	All Weeks	10%
Presentation		10%
Online Study/Homework	All Weeks	5%
Mid-term Exam	5 th Week	20%
Level Completion Exam	8 th Week	40%
Task Examples (choose one per student):		
4. Picture Description		

<p>Sample Presentation Tasks</p>	<ul style="list-style-type: none"> ○ Show a simple picture (family, classroom, park, kitchen). ○ Student describes what they see: people, objects, actions. ○ Example: <i>“There is a man. He is reading a book. The children are playing.”</i> <p>5. Personal Presentation</p> <ul style="list-style-type: none"> ○ Student talks for 1 minute about one topic: <ul style="list-style-type: none"> ▪ My family / My best friend ▪ My house / My daily routine ▪ My favorite food / My hobby ○ Examiner may ask 1–2 follow-up questions. <p>6. Information Card</p> <ul style="list-style-type: none"> ○ Give a card with prompts (e.g., Name, Age, Job, Hobby). ○ Student pretends to introduce a person. ○ Example: <i>“This is Maria. She is 25. She is a teacher. She likes music.”</i>
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Recommendations for Students
<ul style="list-style-type: none"> • Make sure you read, listen to, or watch all your course materials in online learning environments and face-to-face classes, and complete all assignments given to you by your instructor. • Complete your homework and submit it before the deadlines. These assignments will constitute an essential part of your grades. • Participate as actively as possible in classes. • Try to complete all exercises in your student application before and after face-to-face classes. • Especially at lower levels, learn more phrases or sentences rather than language rules. Put patterns, idioms, and expressions in your mental basket and try to keep them alive. Form this habit and enrich your memorized vocabulary. Rules can only help you if you have a language ready to use. Collaborate with other students in class and help each other learn.



TOKAT GAZİOSMANPAŞA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
A2 LEVEL SYLLABUS

PREPARATORY CLASS A2 LEVEL-WRITING
LEVEL COORDINATOR
Name: ÖZGE DURAN GERÇEKÇİOĞLU
LEVEL DEFINITION
Elementary (A1–A2): This level is for students who already know some basic English. They are developing their ability to communicate in everyday situations, understand simple texts and conversations, and express themselves in familiar contexts.
LEVEL PREREQUISITE
Students must have completed the Beginner (A0–A1) level or demonstrate equivalent knowledge via a placement test.

Code:	Name: A2 Level	Theory and Application:22	ECTS:
Class/Term/Quarter		Preparatory/First Term/ first Quarter	
Course Level		A2	
Course Type		Mandatory	
Teaching System		Formal Education	
Course Duration		7+1Weeks	
Instructor		Özge DURAN GERÇEKÇİOĞLU	
Other Instructor/Instructors		All the other Lecturers at the School of Foreign Languages	
Teaching Language		English	
Out-of-Class Application/Internship			
Course Objective			
This course is designed for learners at the A2 (Elementary) level who wish to develop their writing skills for everyday communication and basic academic purposes. Students will learn how to construct clear and simple sentences, organize ideas into short paragraphs, and use basic grammar structures accurately. The course will cover common text types such as emails, messages, personal letters, short stories, descriptions, and simple reports.			

Through guided writing tasks, peer feedback, and teacher support, learners will expand their vocabulary, improve spelling and punctuation, and gain confidence in expressing themselves in written English. By the end of the course, students will be able to write short, coherent texts on familiar topics, following simple patterns and formats.

Learning Outcomes

(The learning outcomes for the relevant level have been determined following the descriptors found in the Common European Framework of Reference for Languages (CEFR), taking into account the needs of the students.)

Students who complete this course will:

INTERACTION	WRITING	<p>GOAL: Take part in simple interactions and routine conversations on familiar topics.</p>	<ul style="list-style-type: none"> • Write short, simple texts on familiar topics such as personal experiences, daily routines, and immediate needs. • Produce simple connected sentences using basic linking words (e.g., <i>and</i>, <i>but</i>, <i>because</i>) to join ideas. • Write personal correspondence such as informal emails, postcards, and short letters giving basic information and expressing feelings. • Describe experiences, people, places, and objects in short paragraphs using simple vocabulary and grammar. • Complete forms and notes with personal details accurately. • Use basic punctuation and spelling correctly in short texts. • Follow a simple writing plan to organize ideas logically in a beginning–middle–end format. • Revise and improve drafts based on feedback, focusing on clarity and accuracy. • Apply common functional language for everyday written communication (e.g., making requests, giving thanks, inviting).
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Course Content

Writing, grammar, reading

Detailed Weekly Course Content

Week	Detailed Content and Topics/Related Learning Outcomes	Teaching Methods and Techniques
1	<p>Chapter 1 – Introduction to Writing</p> <p>Parts of a Sentence: Identifying subject and predicate in simple sentences.</p> <p>Types of Sentence: Statements, questions, commands, and exclamations.</p>	<p>Presentation with examples, guided practice,</p>

	<p>Connecting Sentences: Using basic conjunctions (<i>and, but, because</i>) to join ideas.</p> <p>-Write short, simple sentences with correct subject–verb agreement. - Identify different sentence types and use them appropriately. -Connect two short sentences using basic linking words.</p>	<p>sentence-building activities, pair work, group correction exercises, sentence connection games</p>
2	<p>Chapter 2 – Editing Your Writing Subject–Verb Agreement: Recognizing and using correct verb forms with singular/plural subjects in simple sentences. Punctuation: Using full stops, question marks, exclamation marks correctly. Capitalization: Applying capital letters for sentence beginnings, proper nouns, days, months, and the pronoun <i>I</i>.</p> <p>-Check and correct subject–verb agreement errors in short sentences. - Use punctuation marks accurately in simple writing tasks. -Apply capitalization rules correctly in short texts and forms.</p>	<p>Teacher modeling, guided editing tasks, peer correction activities, punctuation games, capitalization drills, error correction worksheets</p>
3	<p>Chapter 3 – Descriptive Paragraph: Describing a Person (Part 1) Topic Sentence: Understanding its purpose and writing one that clearly introduces the paragraph. Supporting Sentences: Adding details about appearance, clothing, or personality using simple vocabulary. Order of Adjectives: Learning basic adjective order (opinion–size–age–color–material–noun).</p> <p>-write a clear topic sentence for a descriptive paragraph. -add supporting sentences with relevant details. -apply simple adjective order when describing people.</p>	<p>Teacher modeling with sample paragraphs, guided practice, adjective ordering activities, picture descriptions, pair work for peer feedback</p>
4	<p>Chapter 3 – Descriptive Paragraph: Describing a Person (Part 2) Joining Sentences: Using <i>and, but, because, so</i> to link ideas smoothly. Concluding Sentence: Writing a sentence that wraps up the description. Paragraph Writing Practice: Combining topic sentence, supporting details, joining sentences, and conclusion into a short descriptive paragraph.</p> <p>-connect sentences with basic conjunctions. -write a concluding sentence that summarizes the paragraph. -produce a complete descriptive paragraph about a person with logical structure.</p>	<p>Guided paragraph writing, sentence-combining activities, peer editing, teacher feedback, final draft writing</p>

5	<p>Chapter 4 – Descriptive Paragraph: Describing a Place (Part 1) Topic Sentence: Introducing the place clearly and engaging the reader. Supporting Sentences: Adding details about size, color, location, atmosphere, and key features using simple vocabulary.</p>	<p>Teacher modeling with sample paragraphs, guided brainstorming, visual prompts (photos/maps), vocabulary activities, pair description tasks</p>
	<p>-write a topic sentence that introduces a place. -develop supporting sentences with relevant and descriptive details. -use prepositions of place and descriptive adjectives accurately in sentences.</p>	
6	<p>Chapter 4 – Descriptive Paragraph: Describing a Place (Part 2) Concluding Sentence: Writing a sentence that summarizes or gives a personal comment about the place. Paragraph Writing Practice: Combining topic sentence, supporting details, and concluding sentence into a complete descriptive paragraph.</p>	<p>Guided writing, peer feedback, teacher correction, use of graphic organizers, rewriting drafts into final versions</p>
	<p>-write an effective concluding sentence for a descriptive paragraph. -organize a descriptive paragraph in logical order. -produce a short, coherent descriptive paragraph about a familiar place.</p>	
7	<p>Chapter 5 – Narrative Paragraph Topic Sentence: Introducing the event or story using time expressions (<i>last weekend, yesterday, in 2019</i>). Supporting Sentences: Describing events in chronological order with the past simple tense. Concluding Sentence: Summarizing or giving a personal reaction to end the story.</p>	<p>Teacher modeling with sample texts, timeline and sequencing activities, guided writing practice, peer feedback, teacher correction, final draft writing</p>
	<p>-write a topic sentence that introduces a short narrative. -develop supporting sentences with relevant chronological details. -write a concluding sentence that wraps up the story. -produce a coherent narrative paragraph about a personal or fictional event.</p>	
8	MID-TERM EXAMS	

15 September 2025	Proficiency Exam Phase I(Written Section)	
16 September 2025	Proficiency Exam Phase II (Listening/Writing/Speaking Sections)	
18 September 2025	Placement Test	
19 September 2025	Orientation	
Week/Date	Course Topics/Corresponding Activities in the Book	Corresponding Program Competency
1 22-25September 2025	Chapter 1: Introduction to writing Pages:8-16 Exercises: 1-14	PY15, PY16, PY17, PY18
2 29 September 2025- 2 October 2025	Chapter 2: Editing your writing Pages:17-22 Exercises: 1-10	PY15, PY16, PY17, PY18

3	6 October 2025- 9 October 2025	Chapter 3: Descriptive Paragraph(describing person) Pages: 23-26 Exercises: 1-3	PY15, PY16, PY17, PY18
4	13 October 2025- 16 October 2025	Chapter 3: Descriptive Paragraph(describing person)-joining sentences Pages: 27-31 Exercises: 4-11	PY15, PY16, PY17, PY18
5	20 October 2025- 23 October 2025	Chapter 4: Descriptive Paragraph- Describing a place Pages: 33-39 Exercises: 1-6	PY15, PY16, PY17, PY18
24 October 2025		MID-TERM EXAM	
6	27 October 2025- 30 October 2025	Chapter 4: Descriptive Paragraph- Describing a place Pages: 39-43 Exercises: 6-11	PY15, PY16, PY17, PY18
7	3 November 2025- 6 November 2025	Chapter 5: Narrative Paragraph Pages: 44-53 Exercises: 1-8	PY15, PY16, PY17, PY18
10 November 2025		LEVEL COMPLETION EXAM	
11 November 2025		LEVEL COMPLETION EXAM	
12 November 2025		LEVEL COMPLETION EXAM	
13 November 2025		LEVEL COMPLETION EXAM	
14 November 2025		LEVEL COMPLETION EXAM	

Textbook/Supplementary Book	
1	Writer 1 4 th Edition with online component – Blackswan Publishing House Çiğdem Kayıhan Aslan
Course Tools, Equipment, and Materials, Online Platforms	
Writer 2 Online	

Method	Week	Contribution %
Quiz		15%
Writing Portfolio	All Weeks	10%
Presentation	6-7 th Weeks	10%
Online Study/Homework	All Weeks	5%
Mid-term Exam	5 th Week	20%
Level Completion Exam	8 th Week	40%

Sample Writing Tasks	<p>1. Descriptive Paragraph</p> <p>Task :Write a short paragraph (6–7 sentences) describing a person you admire.</p> <ul style="list-style-type: none"> Start with a topic sentence.
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- Use **at least 4 adjectives** (appearance + clothing + personality).
- Use the correct **order of adjectives**.
- Try to use **and, but, also, because** to connect your ideas.

2. Error Correction

Task: Find the mistake and rewrite the sentence correctly:

- *She is a blue beautiful young girl.*
→ **She is a beautiful young blue-eyed girl.**

Recommendations for Students

- Make sure you read, listen to, or watch all your course materials in online learning environments and face-to-face classes, and complete all assignments given to you by your instructor.
- Complete your homework and submit it before the deadlines. These assignments will constitute an essential part of your grades.
- Participate as actively as possible in classes.
- Try to complete all exercises in your student application before and after face-to-face classes.
- Especially at lower levels, learn more phrases or sentences rather than language rules. Put patterns, idioms, and expressions in your mental basket and try to keep them alive. Form this habit and enrich your memorized vocabulary. Rules can only help you if you have a language ready to use. Collaborate with other students in class and help each other learn.

B1 SEVİYESİ DERS PLANLARI

B1 Seviyesi Main Course Dersi Planı

PREPARATORY CLASS B1 LEVEL-MAIN COURSE
LEVEL COORDINATOR
Name: Burçak TÜRK
LEVEL DEFINITION
This level aims to help students understand sentences and common expressions about familiar topics, including very basic personal and family information, shopping, places of interest and work. Also it helps them to communicate in simple, everyday tasks that require only simple and direct exchanges of information on familiar topics. Additionally they can describe aspects of their past, environment and matters related to their immediate needs, using simple language.
LEVEL PREREQUISITE
Before starting this level, students must complete A2 level course.

Code:	Name: B1 Level	Theory and Application:22	ECTS:
Class/Term/Quarter		Preparatory/1 st Term/1st Quarter	
Course Level		B1 LEVEL	
Course Type		Mandatory	
Teaching System		Formal Education	
Course Duration		7+1 Weeks	
Instructor		Burçak TÜRK	
Other Instructor/Instructors			
Teaching Language		English	
Out-of-Class Application/Internship			

Course Objective
This course aims to enable students to understand grammatical structures by improving their English grammar and general language usage skills. It aims to develop basic language skills from A2 level to B1 level. It takes a structured approach to grammar. Grammatical structures are introduced in context, with questions that encourage students to work out the rules for themselves. A "Grammar section" at the back of the student's books provides a reference before, during or after the lesson. A vocabulary syllabus concentrates on three key areas: learning new words in lexical sets; acquiring good habits for learning vocabulary; and developing vocabulary "systems" such as sound and spelling relationships. Integrated skills work is an important feature of the course.

Learning Outcomes
(The learning outcomes for the relevant level have been determined following the descriptors found in the Common European Framework of Reference for Languages (CEFR), taking into account the needs of the students.)
<i>Students who complete this course will:</i>

RECEPTIVE SKILLS	LISTENING	<p>GOAL: understands the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., understands the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</p>	<ul style="list-style-type: none"> -Can understand phrases and expressions related to areas of most immediate priority -Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. -Can understand straightforward factual information about common every day and job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. -Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in a standard dialect. -Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in a clear standard speech.
	READING	<p>GOAL: understands texts that consist mainly of high frequency every day or job-related language and also understands the description of events, feelings and wishes in personal letters.</p>	<ul style="list-style-type: none"> -Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language. -Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job related language. -Can read straightforward factual texts on subjects related to his/her fields and interests with a satisfactory level of comprehension. -Can scan longer texts in order to locate desired information, and gather information from different parts of a text or from different texts in order to fulfil a specific task. -Can identify the main conclusions in clearly signalled argumentative texts. -Can recognize the line of argument, in the treatment of the issue presented, though not necessarily in detail. -Can understand clearly written, straightforward instructions for a piece of equipment.

PRODUCTIVE SKILLS	SPEAKING	<p>GOAL: connects phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions, briefly gives reasons and explanations for opinions and plans and narrates a story or relates the plot of a book or film and describes his/her reactions.</p>	<ul style="list-style-type: none"> -Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. -Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. -Can express thoughts on more abstract, cultural topics such as books, music, films etc. -Can reasonably and fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest. -Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. -Can narrate a story. -Can describe events, real or imagined. -Can describe dreams, hopes and ambitions.
	WRITING	<p>GOAL: writes simple connected text on topics which are familiar or of personal interest and writes personal letters describing experiences and impressions.</p>	<ul style="list-style-type: none"> -Can write straightforward, connected texts on a range of familiar subjects within his/her field of interests, by linking a series of shorter discrete elements into a linear sequence. -Can write straightforward detailed descriptions on a range of familiar subjects within his/her field of interest. -Can write a description of events, e recent trip for example, real or imagined. -Can narrate a story. -Can write short essays on topics of interest. -Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.
INTERACTION	SPEAKING	<p>GOAL: deals with most situations likely to arise whilst travelling in an area where the language is spoken, enters 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).</p>	<ul style="list-style-type: none"> -Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. -Can enter unprepared into conversations on familiar topics. -Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. ---Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. -Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

Course Content		
English Grammar, reading, writing, listening, speaking, and daily language use.		
Detailed Weekly Course Content		
Week	Detailed Content and Topics/Related Learning Outcomes	Teaching Methods and Techniques

1	<p>Unit 1: Getting to Know You Language focus: Tenses and Questions Vocabulary: Right word, Wrong word Everyday English: Social Expressions Reading: A Blind Date Listening: The three types of friends we all need Writing: Filling in Forms</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
	<p>Listening: Can understand phrases and expressions related to areas of most immediate priority. Reading: Can understand short, simple texts on familiar matters of a concrete type which consists of high frequency every day or job-related language. Writing: Can write short, simple, formulaic notes relating to matters in areas of immediate needs. Grammar & Vocabulary: Can use some simple structures correctly and has sufficient vocabulary to conduct routine, every day transactions involving familiar situations and topics.</p>	
2	<p>Unit 2: Let's Get Together Language focus: Present Tenses, State Verbs, Have/Has got Vocabulary: My Perfect Day Everyday English: Making Conversation Reading: The Independence Quiz Listening: Getting on with the Neighbours Writing: An e-mail (Linking Words)</p> <p>Listening: Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. Reading: Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. Writing: Can write short, simple notes and messages relating to matters in areas of immediate need. Grammar & Vocabulary: can acquire a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words. Can acquire sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
	<p>Unit 3: Good News, Bad News! Language focus: Narrative Tenses (Past Simple-Past Continuous) Vocabulary: Adverbs</p>	

	<p>Everyday English: Saying when Reading: A Spy Story Listening: A Spy Story Writing: Narrative Writing (Position of adjectives and adverbs)</p> <p>Listening: Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</p> <p>Reading: Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p> <p>Writing: Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.</p> <p>Grammar & Vocabulary: can acquire enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocution on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times. Can acquire a sufficient vocabulary to express him/herself with some circumlocution on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.</p>	
3	<p>Unit 4: Food for Thought Language focus: Expressions of Quantity, Articles Vocabulary: A Piece of Cake Everyday English: Can you come for dinner? Reading: Recipes for Success Listening: At the shops Writing: A Postcard (Style and Synonyms)</p> <p>Listening: Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</p> <p>Reading: Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p> <p>Writing: Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.</p> <p>Grammar & Vocabulary: Can communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Can show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>

	<p>Unit 5: The Future Is In Your Hand Language focus: Verb Patterns, Going to, Will, Present Cont. for Future Vocabulary: Phrasal Verbs (Literal and Idiomatic) Everyday English: Expressing Doubt and Certainty Reading: He was only 16 Listening: Different Generations Writing: Writing for Talking</p> <p>Listening: Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</p> <p>Reading: Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p> <p>Writing: Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Can fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.</p> <p>Grammar & Vocabulary: Can communicate with reasonable accuracy in familiar contexts; generally, good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Can show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</p>	
<p>4</p>	<p>Unit 6: History Repeats Itself Language focus: Present Perfect Tense (For-Since, Always-Ever- Never, Present Perfect or Past Simple?) Vocabulary: Word Ending and Word Stress Everyday English: Agree with me! Reading: The not so distant past Listening: Family History Writing: A Biography (Ordering Paragraphs)</p> <p>Listening: Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</p> <p>Reading: Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p> <p>Writing: Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Can fluently relate a</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>

	<p>straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.</p> <p>Grammar & Vocabulary: Can communicate with reasonable accuracy in familiar contexts; generally, good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Has a sufficient vocabulary to express him/herself with some circumlocution on most topics pertinent to his/ her everyday life such as family, hobbies and interests, work, travel, and current events.</p> <hr/> <p>Unit 7: Simple The Best Language focus: Comparatives and Superlatives Vocabulary: Synonyms and Antonyms Everyday English: What's on? Reading: Favourite Pictures Listening: The Best Things in Life are Free Writing: Describing My Hometown (Relative Pronouns :which, that, who, where)</p> <p>Listening: Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</p> <p>Reading: Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p> <p>Writing: Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.</p> <p>Grammar & Vocabulary: Communicates with reasonable accuracy in familiar contexts; generally, good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Has a sufficient vocabulary to express him/herself with some circumlocution on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.</p>	
5	<p>Unit 8: Living Dangerously Language focus: have to/ don't have to/ should/must Vocabulary: Parts of the Body/ Things to Wear Everyday English: At the Doctor's Reading: Two Stuntwomen and a Stuntman Listening: A Health and Fitness Quiz Writing: Writing e-mails (Comparing formal and informal)</p> <p>Listening: Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</p> <p>Reading: Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>

	<p>Writing: Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.</p> <p>Grammar & Vocabulary: Communicates with reasonable accuracy in familiar contexts; generally, good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Has a sufficient vocabulary to express him/herself with some circumlocution on most topics pertinent to his/ her everyday life such as family, hobbies and interests, work, travel, and current events.</p> <hr/> <p>Unit 9: What a Story! Language focus: Past Perfect and Narrative Tenses (Joining Words) Vocabulary: Feelings Everyday English: Exclamations with <i>So</i> and <i>Such</i> Reading: The Train Journey Listening: Young Adult Literature (An interview with a publisher of young adult books) Writing: Reviewing a Book or Film (Referring Back in A Text)</p> <p>Listening: Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</p> <p>Reading: Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p> <p>Writing: Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.</p> <p>Grammar & Vocabulary: Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Has a sufficient vocabulary to express him/herself with some circumlocution on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.</p>	
6	<p>Unit 10: All-time Great Language focus: Passives (All Tenses) Vocabulary: Words That Go Together Everyday English: On the Phone Reading: The World's Most Loved Football Team Listening: The World's Number One Habit Writing: Discussing Pros and Cons (Social Media Sites)</p> <p>Listening: Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>

	<p>familiar accent.</p> <p>Reading: Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p> <p>Writing: Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.</p> <p>Grammar & Vocabulary: Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Has a sufficient vocabulary to express him/herself with some circumlocution on most topics pertinent to his/ her everyday life such as family, hobbies and interests, work, travel, and current events.</p> <hr/> <p>Unit 11: People with a Passion Language focus: Present Perfect Simple and Continuous (Tense Review) Vocabulary: Life’s Big Moments (Birth, Marriage, Death) Everyday English: Finding the Right words Reading: The Collectors Listening: My Kind of Thing (Three people describe things they love), My Life in A Nutshell Writing: Note-taking</p> <p>Listening: Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</p> <p>Reading: Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p> <p>Writing: Can fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.</p> <p>Grammar & Vocabulary: Communicates with reasonable accuracy in familiar contexts; generally, good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Has a sufficient vocabulary to express him/herself with some circumlocution on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.</p>	
7	<p>Unit 12: You Never Know... Language focus: First Conditional, Second Conditional Vocabulary: Bring and Take, Come and Go Everyday English: Reading: Risk and Chance (Article about Chance, Risk and Probability) Listening: At a crossroad in Life (Three people talk about a big decision they have to make)</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>

	<p>Writing: Correcting Common Mistakes (Language Review)</p> <p>Listening: Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</p> <p>Reading: Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p> <p>Writing: Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.</p> <p>Grammar & Vocabulary: Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</p>	
8	EXAM WEEK	

15 September 2025	Proficiency Exam Phase I(Written Section)	
16 September 2025	Proficiency Exam Phase II (Listening/Writing/Speaking Sections)	
18 September 2025	Placement Test	
19 September 2025	Orientation	
Week/Date		Course Topics/Corresponding Activities in the Book
1	22 September 2025	<ul style="list-style-type: none"> Unit 1: Language Focus (Tenses and Questions) Pages 10,11,12 Grammar Reference 1.1, 1.2, 1.3 Page 142
	23 September 2025	<ul style="list-style-type: none"> Listening and Speaking (Three Types of Friends...) Page 13 Reading and Speaking (A Blind Date) Page 14
	24 September 2025	<ul style="list-style-type: none"> Vocabulary (Right Word, Wrong Word) Page 16 Everyday English (Social Expressions) Page 17
	25 September 2025	<ul style="list-style-type: none"> Writing (An e-mail, using linking words) Page 28 (İlk ünitenin writingi atlandı)
2	29 September 2025	<ul style="list-style-type: none"> Unit 2: Language Focus (Present Tenses-Have/Has Got) Pages 20,21, 22 Grammar Reference 2.1, 2.2, 2.3, 2.4 Pages 142,143 Vocabulary and Speaking (My Perfect Day) Page 23

		<ul style="list-style-type: none"> • Reading and Speaking (The Independence Quiz) Pages 24,25 	
	30 September 2025	<ul style="list-style-type: none"> • Listening and Speaking (Getting on well with the neighbours) Page 26 • Everyday English (Making Conversation) Page 27 • Writing (Picture Stories –Narrative Writing) Page 38 	
	1 October 2025	<ul style="list-style-type: none"> • Unit 3: Language Focus (Narrative Tenses: Past Simple and Past Continuous) Pages 30,31,32 • Grammar Reference 3.1, 3.2, 3.3, 3.4 Page 144 • Reading (Good News and Bad News) Page 33 	
	2 October 2025	<ul style="list-style-type: none"> • Reading and Listening (A Spy Story) Pages 34, 35 • Vocabulary and Speaking (Adverbs) Page 36 • Everyday English (Saying When) Page 37 	
3	6 October 2025	<ul style="list-style-type: none"> • Unit 4: Language Focus (Expressions of Quantity- Article) Pages 40,41,42,43 • Grammar Reference 4.1, 4.2 Pages 145,146 • Reading and Speaking (Recipes for Success) Pages 44,45 	
	7 October 2025	<ul style="list-style-type: none"> • Vocabulary and Listening (A Piece of Cake) Page 46 • Everyday English(Can you come for dinner?) Page 47 • Writing (Writing a Postcard –Style and Synonyms) Page 48 	
	8 October 2025	<ul style="list-style-type: none"> • Unit 5: Language Focus (Verb Patters) Pages 50,51 • Going to, Will, Present Continuous for Future Pages 52 • Grammar Reference 5.1, 5.2 Pages 146, 147 • Listening and Speaking (Different Generations- What can we look forward to?) Page 53 	
	9 October 2025	<ul style="list-style-type: none"> • Reading and Speaking (He was only 16...) Pages 54, 55 • Vocabulary and Speaking (Phrasal Verbs- literal and idiomatic) Page 56 • Everyday English (Expressing Doubt and certainty) Page 57 • Writing for Talking (My Dreams for the Future) Page 58 	
4	13 October 2025	<ul style="list-style-type: none"> • Unit 6: Language Focus (Present Perfect: For/Since/ How Long/ Always/Ever/Never) Pages 60,61,62 • Grammar Reference 6.1, 6.2, 6.3 Pages 147, 148 • Grammar Practice (Present Perfect or Past Simple) Page 63 	

		<ul style="list-style-type: none"> • Vocabulary and Pronunciation (Word Ending and Word Stress) Page 63 • Reading and Speaking (The not so distant past) Pages 64,65 	
	14 October 2025	<ul style="list-style-type: none"> • Listening and Speaking (Family History) Page 66 • Everyday English (Agree with me!) Page 67 • Writing (A Biography) Page 68 	
	15 October 2025	<ul style="list-style-type: none"> • Unit 7: Language Focus (What's it like/Comparative and Superlative) Pages 70,71 • Grammar Reference 7.1, 7.2 Page 148 • Practice Exercises Page 72 • Listening and Speaking (Best Things in Life are Free) Page 73 	
	16 October 2025	<ul style="list-style-type: none"> • Reading and Speaking (Favourite Pictures) Pages 74,75 • Vocabulary (Synonyms and Antonyms) Page 76 • Everyday English (What's on?) Page 77 • Writing (Relative Pronouns: Who, Which, That) Page: 78 • Grammar Reference 7.3 Page 148 	
5	20 October 2025	<ul style="list-style-type: none"> • Unit 8: Language Focus (have to/don't have to) Pages 80-81 • Grammar Reference 8.1, 8.2 Page 149 • Should /Must Exercises Pages 82-83 • Grammar Reference 8.3, 8.4 Page 149-150 • Listening and Speaking (A Health and Fitness Quiz) Page 83 	
	21 October 2025	<ul style="list-style-type: none"> • Reading and Speaking (Two Stuntwomen and a Stuntman) Pages 84-85 • Vocabulary and Speaking (Not a thing to wear) Page 86 • Everyday English (At the doctor's) Page 87 • Writing (Comparing Formal and Informal e-mail) Page 88 	
	22 October 2025	<ul style="list-style-type: none"> • Unit 9: Language Focus (Past Perfect and Narrative Tenses) Pages 90-91 • Grammar Reference 9.1 Page 150 • Reading Text (The Role Swap)- Joining Words Page 92-93 • Grammar Reference 9.2 Page 150 • Listening and Speaking (Young Adult Literature) Page 93 • Reading and Speaking (The Train Journey) Pages 94-95 	
	23 October 2025	<ul style="list-style-type: none"> • Vocabulary and Speaking (Feelings) Page 96 	

		<ul style="list-style-type: none"> • Everyday English (Exclamations with <i>So</i> and <i>Such</i>) Page 97 – Grammar Reference 9.3 Page 150 • Writing (Reviewing a Book or Film-Referring Back in a Text) Page 98 	
24 October 2025		MID-TERM EXAM	
6	27 October 2025	<ul style="list-style-type: none"> • Unit 10: Language Focus (Passives: All Tenses) Pages 100-101-102 • Grammar Reference 10.1 Page 151 • Vocabulary and Speaking (Words that go together: noun + noun, verb + noun, adverb+ past participle) Page 103 	
	28 October 2025 *	<ul style="list-style-type: none"> • Reading and Speaking (The World’s Most Loved Football Team!) Pages 104-105 • Listening and Speaking (The world’s number one habit) Page 106 • Everyday English (On the phone) Page 107 • Writing (Discussing Pros and Cons) Page 108 	
	29 October 2025 *	<ul style="list-style-type: none"> • Unit 11: Language Focus (Present Perfect Simple and Present Perfect Continuous) + How long ...? Pages 110-111-112 • Grammar Reference 11.1 Pages 151-152 • Listening and Speaking (My kind of thing) Page 113 • Reading and Speaking (The Collectors) Pages 114-115 	
	30 October 2025	<ul style="list-style-type: none"> • Vocabulary and Listening (Life’s Big Moments) Page 116 • Everyday English (Finding the Right Words) Page 117 • Writing (Note-Taking) Page 118 	
	3 November 2025	<ul style="list-style-type: none"> • Unit 12: Language Focus (First Conditional/Might) Pages 120-121 – Grammar Reference 12.1, 12.2 Page 152 • Language Focus (Second Conditional) Page 122-123 Grammar Reference 12.3 Pages 152-153 	
	4 November 2025	<ul style="list-style-type: none"> • Listening and Speaking (At a crossroads in life) Page 123 • Reading and Speaking (Risk and Chance) Pages 124-125 • Vocabulary and Speaking (Bring-Take/ Come-Go) Page 126 	
	5 November 2025	<ul style="list-style-type: none"> • Everyday English (Thank you and goodbye) Page 127 • Writing (Correcting Common Mistakes) Page 128 	
	6 November 2025	<ul style="list-style-type: none"> • Overall revision and time allocated for students’ questions 	
10 November 2025		LEVEL COMPLETION EXAM	
11 November 2025		LEVEL COMPLETION EXAM	
12 November 2025		LEVEL COMPLETION EXAM	
13 November 2025		LEVEL COMPLETION EXAM	
14 November 2025		LEVEL COMPLETION EXAM	

Textbook/Supplementary Book	
1	Course Book : New Headway Pre-Intermediate 5 th Edition Supplementary Book: New Headway Pre-Intermediate 5 th Edition Work Book
2	Reference Book for Grammar:
Course Tools, Equipment, and Materials, Online Platforms	

Assessment Method/Evaluation			
Method	Week	Time (Hour)	Contribution %
Quiz		1	15%
Writing Portfolio	All Weeks		10%
Presentation		1	10%
Online Study/Homework	All Weeks		5%
Mid-term Exam	5 th Week		20%
Level Completion Exam	8 th Week		40%
Sample Questions	<p>1) The author won the Nobel Prize for _____ a) medicine b) literature c) physics d) chemistry</p> <p>2) The company decided to _____ a new branch in the city center to attract more customers. a) take over b) put off c) break down d) set up</p> <p>3) Despite having different opinions, Sarah and Emily always _____ each other without any problems. a) fall out with b) get on well with c) turn up with d) break away from</p> <p>4) Jean-Paul Sartre _____ the Nobel Prize in 1964 because he believed that a writer should not accept official honours. a) accepted b) has rejected c) will reject d) rejected</p> <p>5) By the time the guests _____, the host _____ all the preparations. a) arrived / had completed b) was arriving / completed c) had arrived / was completing d) arrives / has completed</p> <p>Read the texts and answer the following questions. The Evolution of Space Exploration For centuries, humans have dreamed of traveling beyond Earth. However, it was not until the 20th century that space exploration became a reality. In 1957, the Soviet Union launched Sputnik 1, the first man-made satellite. Since then, space agencies have been developing advanced technology to explore the universe. By 1969, astronauts had landed on the Moon, marking one of the greatest achievements in history. If scientists had not studied space conditions carefully, the mission would have failed Today, space exploration continues to evolve , and researchers are working on missions to Mars . In the future, humans will travel to distant planets, and space tourism will have become a common experience. While space exploration has brought many benefits, it also poses challenges, such as high costs and health risks. If scientists find solutions to these problems, space travel might become more accessible to everyone.</p>		

	<p>6) What was the significance of Sputnik 1?</p> <p>a) It was the first spacecraft to land on the Moon. b) It was the first artificial satellite launched into space. c) It was the first manned mission to space. d) It was the first space station built by NASA</p> <p>7) Why was the Moon landing in 1969 considered a major achievement?</p> <p>a) It was the first time humans had traveled beyond Earth. b) It proved that space travel was impossible c) It was the first successful Mars mission. d) It showed that astronauts could survive in space</p> <p>8) What is happening in space exploration today?</p> <p>a) Scientists are working on missions to Mars. b) Space travel has stopped due to high costs. c) The Moon landing is being repeated every year d) Space agencies are only focusing on satellites</p> <p>9) What will space travel be like in the future?</p> <p>a) Humans will never travel beyond Earth b) Space tourism will have become common. c) Scientists will stop researching space. d) Only robots will explore space</p> <p>10) What is one challenge of space exploration?</p> <p>a) It is inexpensive and easy to manage. b) It has no risks for astronauts. c) It involves high costs and health risks. d) It does not require advanced technology</p>
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Student Workload			
	Weekly Hours		
Weekly Course Hours	22		
Recommendations for Students			
<ul style="list-style-type: none"> • Make sure you read, listen to, or watch all your course materials in online learning environments and face-to-face classes, and complete all assignments given to you by your instructor. • Complete your homework and submit it before the deadlines. These assignments will constitute an essential part of your grades. • Participate as actively as possible in classes. • Try to complete all exercises in your student application before and after face-to-face classes. • Especially at lower levels, learn more phrases or sentences rather than language rules. Put patterns, idioms, and expressions in your mental basket and try to keep them alive. Form this habit and enrich your memorized vocabulary. Rules can only help you if you have a language ready to use. Collaborate with other students in class and help each other learn. 			

B1 Seviyesi Konuşma Becerileri Dersi Planı

PREPARATORY CLASS B1LEVEL-SPEAKING
LEVEL COORDINATOR
Name:
LEVEL DEFINITION
By the end of the level, students can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
LEVEL PREREQUISITE
Before starting this level, students must complete A2 level speaking course.

Code:	Name: B1 Level	Theory and Application: 5	ECTS:
Class/Term/Quarter		Preparatory/1 st Term/1st Quarter	
Course Level		B1	
Course Type		Mandatory	
Teaching System		Formal Education	
Course Duration		7+1 Weeks	
Instructor		Burçak TÜRK, Hakan AKKAN, Mustafa ÇİĞDEM, Merve KONYAR	
Other Instructor/Instructors			
Teaching Language		English	
Out-of-Class Application/Internship			
Course Objective			
This course aims to raise the level of the students' speaking skills from A2 to B1.			

Learning Outcomes
(The learning outcomes for the relevant level have been determined following the descriptors found in the Common European Framework of Reference for Languages (CEFR), taking into account the needs of the students.)
<i>Students who complete this course will:</i>

PRODUCTIVE SKILL	SPEAKING	<p>GOAL: Students who achieve B1 Intermediate level can;</p> <ul style="list-style-type: none"> • understand the main points of clear texts on familiar topics in standard language • manage most situations on a trip to places where English is used • produce simple, organised texts about familiar topics • describe experiences, events, wishes and aspirations, and explain opinions and plans. 	
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Course Content		
English Grammar, reading, writing, listening, speaking, and daily language use.		
Detailed Weekly Course Content		
Week	Detailed Content and Topics/Related Learning Outcomes	Teaching Methods and Techniques
1	<p><i>Meeting and Introducing Yourself</i></p> <p>-Can describe his/her life: background education, family members, personal information like age, hometown, etc.</p> <hr/> <p><i>Unit 1: Everyday English</i> <i>Social Expressions</i></p> <p>-Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p> <p><i>Unit 2: Everyday English</i> <i>Making Conversations</i></p> <p>-Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.</p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
2	<p><i>Unit 3: Everyday English</i> <i>Saying 'When'</i></p> <p>- Can enter unprepared into conversations on familiar topics. Can</p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work,

	<p>follow clearly articulated speech directed at him/ her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p>	<p>Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
	<p>Unit 4: Everyday English Can You Come For Dinner</p> <p>-Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his/her own.</p>	
3	<p>Unit 5: Everyday English Expressing Doubt and Certainty</p> <p>-Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). Can express belief, opinion, agreement and disagreement politely.</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
	<p>Unit 6: Everyday English Agree with Me!</p> <p>-Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can express his/her thoughts about abstract or cultural topics such as music or films. Can explain why something is a problem. Can give brief comments on the views of others. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.</p>	
4	<p>Unit7: Everyday English What's on?</p> <p>-Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>

	<p><i>Unit8: Everyday English</i> <i>At the Doctor's</i></p> <p>-Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/ her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p>	
5	<p><i>Unit9: Everyday English</i> <i>Exclamations with 'So' and 'Such'</i></p> <p>-Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarise the point reached in a discussion and so help focus the talk.</p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	<p><i>Unit10: Everyday English</i> <i>On the Phone</i></p> <p>-Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help.</p>	
6	<p><i>Unit11: Everyday English</i> <i>Finding the Right Words!</i></p> <p>-Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.</p> <p><i>Unit12: Everyday English</i> <i>Thank You and Goodbye!</i></p> <p>-Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.</p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	<p>-Time allocated for students' presentations</p>	

7	- Time allocated for students' presentations	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
8	EXAM WEEK	

15 September 2025	Proficiency Exam Phase I(Written Section)
16 September 2025	Proficiency Exam Phase II (Listening/Writing/Speaking Sections)
18 September 2025	Placement Test
19 September 2025	Orientation
Week/Date	Course Topics/Corresponding Activities in the Book
1	23 September 2025
	Ice-breakers for Meeting with the Students/ Introducing Yourself Unit 1: Everyday English (Social Expressions) Activities 1,2,3,5,6 Page 17 Unit 2: Everyday English (Making Conversation) Activities 1,2,3,5 Page 27
2	30 September 2025
	Unit 3: Everyday English (Saying 'When') Activities 1,2,3,4,5,6,7,8,9 Page 37 Unit 4: Everyday English (Can You Come for Dinner) Activities 1,2,3,4,5 Page 47
3	7 October 2025
	Unit 5: Everyday English (Expressing Doubt and Certainty) Activities 1,2,3,4,5 Page 57 Unit 6: Everyday English (Agree with Me!) Activities 1,2,3,4,5 Page 67
4	14 October 2025
	Unit 7: Everyday English (What's on?) Activities 1,2,4 Page 77 Unit 8: Everyday English (At the Doctor's) Activities 1,2,3,5 Page 87
5	21 October 2025
	Unit 9: Everyday English (Exclamations with 'So' and 'Such') Activities 1,2,3,4,5,6 Page 97 Unit 10: Everyday English (On the Phone) Activities 1,2,3,4,5 Page 107
24 October 2025	
MID-TERM EXAM	
6	28 October 2025 *
	Unit 11: Everyday English (Finding the Right Words)

		Activities 1,2,3 Page 117 Unit 12: Everyday English (Thank you and Goodbye) Activities 1,2 Page 127 Time for Students' Presentations
7	4 November 2025	Time for Students' Presentations
	10 November 2025	LEVEL COMPLETION EXAM
	11 November 2025	LEVEL COMPLETION EXAM
	12 November 2025	LEVEL COMPLETION EXAM
	13 November 2025	LEVEL COMPLETION EXAM
	14 November 2025	LEVEL COMPLETION EXAM

Textbook/Supplementary Book	
1	New Headway Pre-Intermediate Book
Course Tools, Equipment, and Materials, Online Platforms	

Assessment Method/Evaluation for Speaking			
Method	Week	Time (Hour)	Contribution %
Presentation	1	1	10%
<p>The students' speaking competency will be evaluated with the presentations that they will give only for once during the quarter. The score they get from their presentations will contribute to their average score by percentage of 10.</p>			
Sample Questions			

Student Workload		
	Weekly Hours	
Weekly Course Hours	2	
Recommendations for Students		
<ul style="list-style-type: none"> • Make sure you read, listen to, or watch all your course materials in online learning environments and face-to-face classes, and complete all assignments given to you by your instructor. • Complete your homework and submit it before the deadlines. These assignments will constitute an essential part of your grades. • Participate as actively as possible in classes. • Try to complete all exercises in your student application before and after face-to-face classes. • Especially at lower levels, learn more phrases or sentences rather than language rules. Put patterns, idioms, and expressions in your mental basket and try to keep them alive. Form this habit and enrich your memorized vocabulary. Rules can only help you if you have a language ready to use. Collaborate with other students in class and help each other learn. 		

B1 Seviyesi Yazma Becerileri Dersi Planı

PREPARATORY CLASS BILEVEL-WRITING
LEVEL COORDINATOR
Name: Burçak TÜEK
LEVEL DEFINITION
Elementary (A2–B1): The aim of this course is to help students improve their writing skills by producing written language. Unlike in receptive skills which require students to make meaning from language input which they are exposed to, in writing skill, students must actually create meaning and produce their own language.
LEVEL PREREQUISITE
Students must have completed the A2 level course content of writing skill before starting this level.

Code:	Name: B1 Level	Theory and Application: 22	ECTS:
Class/Term/Quarter	Preparatory/First Term/ SecondQuarter		
Course Level	B1		
Course Type	Mandatory		
Teaching System	Formal Education		
Course Duration	7+1Weeks		
Instructor	Burçak TÜRK		
Other Instructor/Instructors	All the other Lecturers at the School of Foreign Languages		
Teaching Language	English		
Out-of-Class Application/Internship			
Course Objective			
<p>This course is designed for learners at the A2-B1 (Pre-Intermediate) level who wish to develop their writing skills for everyday communication and basic academic purposes. Students will learn how to construct clear and simple sentences, organize ideas into short paragraphs, and use basic grammar structures accurately. The course will cover common text types such as emails, messages, personal letters, short stories, descriptions, and simple reports.</p> <p>Through guided writing tasks, peer feedback, and teacher support, learners will;</p> <ul style="list-style-type: none">-write and present simple texts for a variety of basic classroom and personal purposes-communicate familiar ideas, events and experiences, writing simple narratives, recounts, descriptions and reports, with support-use some of the basic structures and features common to these text types, demonstrating their beginning awareness that purpose influences the way texts are written and presented			

- produce written texts that incorporate the basic grammatical features of their spoken English
- spell some common words correctly and their attempts at spelling show a beginning understanding of the patterns of English letter–sound relationships
- use some simple strategies for spelling words, such as checking word lists or books
- plan and edit their texts, providing additional information through visual images, with support
- use the basic features of computer software applications to write and present their texts.

Learning Outcomes

(The learning outcomes for the relevant level have been determined following the descriptors found in the Common European Framework of Reference for Languages (CEFR), taking into account the needs of the students.)

Students who complete this course will:

INTERACTION	WRITING	GOAL:	
		<ul style="list-style-type: none"> -communicate their ideas and experiences simply through writing, drawing, copied or dictated texts -produce writing that reflects their use of oral structures -demonstrate an early awareness that written texts in English are presented according to certain conventions which change according to context and purpose -write simple sequenced descriptions, recounts, and procedures, following models -link ideas using common conjunctions and show awareness of the need for basic punctuation -contribute to whole-class or small-group shared writing activities. 	<ul style="list-style-type: none"> - write and present simple texts for a variety of basic classroom and personal purposes - communicate familiar ideas, events and experiences, writing simple narratives, recounts, descriptions and reports, with support - use some of the basic structures and features common to these text types, demonstrating their beginning awareness that purpose influences the way texts are written and presented - produce written texts that incorporate the basic grammatical features of their spoken English - spell some common words correctly and their attempts at spelling show a beginning understanding of the patterns of English letter–sound relationships - use some simple strategies for spelling words, such as checking word lists or books - plan and edit their texts, providing additional information through visual images, with support - use the basic features of computer software applications to write and present their texts.

Course Content		
Writing, grammar, reading		
Detailed Weekly Course Content		
Week	Detailed Content and Topics/Related Learning Outcomes	Teaching Methods and Techniques
1	Chapter 6 – Academic Paragraph Structure The Topic Sentence Supporting Sentences The Concluding Sentence Unity Coherence Transition Words Stages of Writing (Pre-writing, planning, Writing the first draft, Revising and editing the draft)	Presentation with examples, guided practice, sentence-building activities, pair work, group correction exercises, sentence connection games
	-Students can write a full academic paragraph taking the academic paragraph writing structures into consideration	
2	Chapter 7 – Opinion Paragraph Opinion Paragraph Pattern The Topic Sentence Supporting Sentences The Concluding Sentence	Teacher modelling, guided editing tasks, peer correction activities, punctuation games, capitalization drills, error correction worksheets
	-Students can write a proper opinion paragraph according to the correct structure of an opinion paragraph	
3	Chapter 8 – Cause and Effect Paragraph Cause or Effect Paragraph Pattern The Topic Sentence Supporting Sentences The Concluding Sentence Transition Words	Teacher modelling with sample paragraphs, guided practice, adjective ordering activities, picture descriptions, pair work for peer feedback
	-Students can write at least 150-word-cause and effect paragraph properly using the correct patterns.	
4	Chapter 9– Advantage or Disadvantage Paragraph Advantage or Disadvantage Paragraph Pattern The Topic Sentence Supporting Sentences	Guided paragraph writing, sentence-combining

	<p>The Concluding Sentence</p> <p>-Students can write an advantage or disadvantage paragraph of at least 150 words using the basic paragraph writing rules properly.</p>	<p>activities, peer editing, teacher feedback, final draft writing</p>
5	<p>Chapter 10 – Compare or Contrast Paragraph (Part 1)</p> <p>Compare and Contrast Paragraph Pattern The Topic Sentence Supporting Sentences Contrast Signal Words (Showing Differences)</p> <p>-Students can write suitable topic sentences and supporting sentences according to compare and contrast paragraph pattern. They can also use contrast signal words within the paragraphs properly.</p>	<p>Teacher modelling with sample paragraphs, guided brainstorming, visual prompts (photos/maps), vocabulary activities, pair description tasks</p>
6	<p>Chapter 10 – Compare or Contrast Paragraph (Part 2)</p> <p>The Concluding Sentence Comparison Contrast Words (Combining Sentences) Words to list and add points to the paragraph Words to Introduce examples Words to introduce a conclusion</p> <p>-Students can use the words that introduce a topic sentence, an idea, an example and a concluding sentence properly within the paragraph.</p>	<p>Guided writing, peer feedback, teacher correction, use of graphic organizers, rewriting drafts into final versions</p>
7	<p>Chapter 11 – Academic Essay Structure</p> <p>Academic Essay Structure The Introduction The Body Supporting Sentences The Conclusion Stages of writing (Pre-writing, planning, first draft, revise and edit the draft)</p> <p>-Students can write an academic essay according to the structure and using the stages of writing suitably.</p>	<p>Teacher modeling with sample texts, timeline and sequencing activities, guided writing practice, peer feedback, teacher correction, final draft writing</p>
8	FINAL EXAMS	

December 29 2025- January 8 2026	End of the second quarter of first term
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Week/Date		Course Topics/Corresponding Activities in the Book	Corresponding Program Competency
1	17-20 November 2025	<p>Chapter 6: Academic Paragraph Structure</p> <p>Academic Paragraph Pattern Page 54-55 Topic Sentence Exercises 1,2,3,4 Pages 56-57 Supporting Sentences Exercises 6,7 Pages 59,60 Concluding Sentence Exercises 8,9 Pages 62,63 Unity Exercise 10 Page 64 Coherence Exercise 11 Page 66 Stages of Writing Exercises 12,13,14 Pages 67,68,69</p>	PY15, PY16, PY17, PY18
2	24-27 November 2025	<p>Chapter 7: Opinion Paragraph</p> <p>Opinion Paragraph Pattern Exercises 1,2 Pages 72,73 Topic Sentence Exercise 3 Page 74,75 Supporting Sentence Exercise 4,5 Pages 76,77 Concluding Sentence Exercises 6,7 Pages 80,81</p>	PY15, PY16, PY17, PY18
3	01-04 December 2025	<p>Chapter 8: Cause and Effect Paragraph</p> <p>Cause and Effect Paragraph Pattern Exercises 1,2,3 Pages 85,86,87 Topic Sentence Exercise 4 Pages 88,89 Supporting Sentences (Using Signal Words) Exercises 5,6 Pages 90,91 Concluding Sentence Exercise 8,9,10 Pages 93,94,95</p>	PY15, PY16, PY17, PY18
4	08-11 December 2025	<p>Chapter 9: Advantage or Disadvantage Paragraph</p> <p>Advantage or Disadvantage Paragraph Pattern Exercises 1,2 Pages 98,99,100 Topic Sentence Exercise 3 Page 101 Supporting Sentence Exercises 4,5,6,7,8 Pages 102,103,104 Concluding Sentence Exercise 9,10,11 Page 105, 106</p>	PY15, PY16, PY17, PY18
5	15-18 December 2025	<p>Chapter 10: Compare and Contrast Paragraph (Part 1)</p> <p>Compare and Contrast Essay Samples Exercises 1,2,3 Pages 109,110,111 Topic Sentence Exercise 4 Pages 113,114 Supporting Sentences (Comparison and Contrast Signal Words- Showing Similarities and Differences) Exercise 5 Pages 115,116,117</p>	PY15, PY16, PY17, PY18

	... December 2025	MID-TERM EXAM	
6	22-25 December 2025	Chapter 10: Compare and Contrast Paragraph (Part 2) Contrast Signal Words- Showing Similarities and Differences) Exercises 6,7,8,9 Pages 118,119,120 Concluding Sentence Exercise 10,11,12 Pages 121, 122,123	PY15, PY16, PY17, PY18
7	29 December 2025- 01 January 2026	Chapter 11: Academic Essay Structure Academic Essay Structure (Pattern) Exercises 1 Pages 125,126 The Introduction Exercise 2 Page 127 The Body Exercise 3 Page 128 Supporting Sentences Page 130 The Conclusion Exercise 4 Pages 130,131 Stages of Writing (Step1,2,3,4) Exercises 5, 6 Pages 132,133,134	PY15, PY16, PY17, PY18
	05 January 2026	LEVEL COMPLETION EXAM	
	06 January 2026	LEVEL COMPLETION EXAM	

Textbook/Supplementary Book	
1	Writer 1 4 th Edition with online component – Blackswan Publishing House Çiğdem Kayıhan Aslan
Course Tools, Equipment, and Materials, Online Platforms	
Writer 1 Online	

Method	Week	Contribution %
Quiz		15%
Writing Portfolio	All Weeks	10%
Presentation	6-7 th Weeks	10%
Online Study/Homework	All Weeks	5%
Mid-term Exam	5 th Week	20%
Level Completion Exam	8 th Week	40%

Sample Writing Tasks	<p>1. Cause and Effect Essay</p> <p>Task :Write a paragraph of at least 150 words about one of the topics below.</p> <ul style="list-style-type: none"> • Cause and effect of stress • Cause and effect of poor diet choices
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	<ul style="list-style-type: none"> • Cause and effect of trust issues in relationships <p>Write your essay according to the paragraph structure of a cause and effect essay;</p> <p>-Topic Sentence</p> <p>-Supporting Ideas</p> <p>-Concluding Sentence</p> <p>Also use the transition words (Firstly, In addition, Moreover, Finally, To begin with....) while introducing your supporting sentences and also use words (to sum up, all in all, in conclusion, etc.) to introduce your concluding idea.</p>
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Recommendations for Students

- Make sure you read, listen to, or watch all your course materials in online learning environments and face-to-face classes, and complete all assignments given to you by your instructor.
- Complete your homework and submit it before the deadlines. These assignments will constitute an essential part of your grades.
- Participate as actively as possible in classes.
- Try to complete all exercises in your student application before and after face-to-face classes.
- Especially at lower levels, learn more phrases or sentences rather than language rules. Put patterns, idioms, and expressions in your mental basket and try to keep them alive. Form this habit and enrich your memorized vocabulary. Rules can only help you if you have a language ready to use. Collaborate with other students in class and help each other learn.

B1+ SEVİYESİ DERS PLANLARI

B1+ Seviyesi Main Course Dersi Planı

PREPARATORY CLASS B1+ LEVEL-MAIN COURSE
LEVEL COORDINATOR
Name: Mert GÜÇLÜ
LEVEL DEFINITION
<p>This module includes the first seven units of the Headway Intermediate book and is designed to help students move from B1 to B1 plus level. In this part of the program, students become more confident when they use English in class and in daily life. By the end of the course, students can understand main ideas and important details in short texts and listening activities about topics such as personal stories, daily routines, working life, rules and food. Students can take part in conversations about their own experiences, talk about their jobs and opinions, and manage daily situations in English. They can write short texts such as emails, stories and descriptions using simple structure and linking words. They use different grammar points such as present and past tenses, modal verbs, present perfect, adverbs of frequency and vocabulary related to the units. At this level, students express themselves more easily and deal with common topics and situations. Students also extend control of common verb patterns (verb + -ing and to infinitive) to express preferences, plans and decisions, compare viewpoints on schooling and adolescence, and organise a short for and against argument using clear linking. At this level, students express themselves more easily and deal with common topics and situations.</p>
LEVEL PREREQUISITE
<p>Students who start this module should have completed an elementary or pre-intermediate course or show similar skills in a placement test. Students should be at A2 plus or low B1 level when they begin, so they can work towards B1 plus at the end of the first six units.</p>

Code:	Name: B1+ Level	Theory and Application: 22	ECTS:
Class/Term/Quarter		Preparatory / 2 nd Term	
Course Level		B1+	
Course Type		Mandatory	
Teaching System		Formal Education	
Course Duration		7+1 Weeks	
Instructor		Mert GÜÇLÜ	
Other Instructor/Instructors			
Teaching Language		English	
Out-of-Class Application/Internship			
Course Objective			
<p>This course aims to enable students to understand grammatical structures by improving their English grammar and general language usage skills. It aims to develop basic language skills from B1 level to B1+ level.</p>			

Learning Outcomes

(The learning outcomes for the relevant level have been determined following the descriptors found in the Common European Framework of Reference for Languages (CEFR), taking into account the needs of the students.)

Students who complete this course will:

RECEPTIVE SKILLS	LISTENING	<p>GOAL:</p> <p>By the end of Week 7 students can follow clear, standard-speed conversations, interviews and short talks on the six unit themes—personal stories, language learning, work–life balance, unexpected tales, rules and values, and perseverance—identifying both main ideas and most supporting details. They can handle stretches of speech of up to three minutes when the topic is familiar from the course, recognise markers that signal examples or contrasts, and catch key factual data such as numbers, dates and proper names even when the information is embedded in connected speech.</p>	<ul style="list-style-type: none"> • Can follow standard spoken English, live or broadcast, on personal, social, academic, or work-related themes covered in Units 1-6. <ul style="list-style-type: none"> • Can grasp the main ideas and most supporting details of talks up to about three minutes, even when they include some abstract content, provided key points are marked with signposts such as first, however, for example. • Can recognise speaker attitude, including enthusiasm, doubt, or polite disagreement, through intonation and common stance markers. • Can pick out factual data such as numbers, dates, names, and percentages when they appear in connected speech at normal speed. • Can understand TV news items, radio features, and podcast extracts on course-related topics and identify the viewpoint or purpose of the speaker. • Can cope with recorded announcements or instructions that move from concrete facts to brief explanations of why or how.
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	READING	<p>GOAL:</p> <p>Students can read and understand intermediate-length magazine and newspaper articles, blog posts, narrative extracts and simplified academic texts linked to Units 1-6. They can grasp the central message, distinguish major supporting points from minor ones, recognise the writer's attitude, follow chronological and cause-and-effect sequences, locate specific information quickly, and infer the meaning of many unfamiliar words from context and word-building clues.</p>	<ul style="list-style-type: none"> • Can read magazine and newspaper articles, web posts, and simplified academic passages with enough independence to choose useful sections for closer study. <ul style="list-style-type: none"> • Can scan an online article quickly to locate dates, figures, or named examples relevant to a task. • Can follow chronological and cause-and-effect sequences in biographies, narratives, and reports, noting how the writer signals shifts in time or reason. • Can recognise the writer's attitude or purpose, such as to persuade, entertain, or inform, even if the stance is implicit. • Can infer the meaning of unfamiliar words from context or common word-building patterns, especially prefixes and suffixes practised in Unit 2. • Can decide whether a long text on a professional or social issue merits detailed reading based on a rapid scan of headings and first sentences.
PRODUCTIVE SKILLS	SPEAKING	<p>GOAL:</p> <p>Learners can give sustained, well-connected descriptions and narratives dealing with the unit topics, incorporating a range of time expressions, modals and linking devices covered in class. They can explain opinions, experiences and future plans, compare alternatives, and keep going without undue hesitation when talking about familiar matters, occasionally repairing breakdowns by rephrasing or asking for clarification.</p>	<ul style="list-style-type: none"> • Can give a two-to-three-minute description or narrative that includes time expressions, modals, and linkers practised in class. <ul style="list-style-type: none"> • Can explain a viewpoint on a topical issue from Units 1-6, outlining at least two advantages and two disadvantages of different options. • Can develop an argument step by step, highlighting key points and giving short supporting examples. • Can describe how to carry out a simple procedure or project, checking that listeners follow each stage. • Can round off a talk with an appropriate conclusion or call to action. • Can vary stress and intonation enough to convey emphasis, contrast, or mild irony.

	WRITING	<p>GOAL:</p> <p>Students can produce connected paragraphs of 160–200 words on the themes of Units 1-6, organising information with basic cohesion devices such as logical connectors, reference words and paragraphing. They can write personal emails, short essays and stories that recount events in sequence, express viewpoints with simple justification, and include modals for advice or obligation and present-perfect structures to relate past experience to the present.</p>	<ul style="list-style-type: none"> • Can write a personal email, short essay, or story that follows a logical structure with paragraphing and connectors such as although, therefore, in addition. <ul style="list-style-type: none"> • Can synthesise information from two short sources, combining them in a short report or opinion piece. • Can use present perfect forms to link past experience to present relevance and modals to give advice or state obligation. • Can mark the relationship between ideas clearly through reference words and sequencing phrases. • Can write a brief review or reflection on a film, article, or talk, mentioning key points and personal reaction. • Can edit own work for common tense or agreement errors before submission.
INTERACTION	SPEAKING	<p>GOAL:</p> <p>In pair and group tasks students can initiate, extend and conclude exchanges, ask follow-up questions, express agreement or polite disagreement, and negotiate meaning when misunderstandings occur. They can adapt their language to informal classroom discussions, role-plays or problem-solving tasks drawn from Units 1-6, and they can manage turn-taking smoothly while showing active listening through short responses and summarising the speaker’s point before adding their own.</p>	<ul style="list-style-type: none"> • Can initiate, respond, and conclude exchanges in pair or group tasks, inviting others to speak and acknowledging their contributions. <ul style="list-style-type: none"> • Can ask follow-up questions that probe for clarification or deeper detail without over-speaking. • Can express agreement, partial agreement, or polite disagreement, giving short reasons or examples. • Can negotiate meaning when misunderstandings arise by rephrasing, summarising, or checking comprehension. • Can sustain interaction in a noisy environment by signalling active listening with short responses and appropriate eye contact. • Can highlight the personal significance of an event or viewpoint, conveying degrees of emotion with lexical and intonational choices.

Course Content		
English Grammar, reading, writing, listening, speaking, and daily language use.		
Detailed Weekly Course Content		
Week	Detailed Content and Topics/Related Learning Outcomes	Teaching Methods and Techniques
1	Students explore information questions, descriptive adjectives and the theme of personal narratives. By the end of the week they can ask and answer questions about people’s backgrounds, describe people and places in simple detail, follow a short audio in which speakers talk about family members, and understand the gist and key facts of a written article on an unusual upbringing.	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	Students can ask and answer detailed questions about someone’s origins, describe a person or hometown with using adjectives and provide vivid descriptions, follow a two-minute audio about family history well enough to note key facts, and show they understand the gist and two supporting details of a short written life story.	
2	In the second week students move on to tense and auxiliary-verb questions, word-building techniques and discussions about why languages matter. Students talk about their own language-learning journeys, build negative and question forms across the common tenses and analyse an interview with a multilingual family.	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	Students can keep a short conversation going about learning English and other languages, frame accurate questions in the present, past and future, pick out main points and speaker attitudes in a podcast about polyglots, and read an opinion column on language enthusiasts, identifying the writer’s stance and at least two examples offered in support.	
3	This unit is centred on state-versus-activity verbs, work–life balance and workplace culture. Learners compare daily routines, debate flexible hours versus overtime, and listen to an interview with an inspirational CEO. They also read an article examining modern workplace values.	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	Students can describe their own work and leisure habits with the correct aspect, summarise a colleague’s routine in the third person, follow an eight-question interview about work culture and capture the main advice offered, and read a feature on work–life balance, outlining the writer’s two key arguments and the evidence used.	

4	Narrative tenses, homophones and classic tales dominate the fourth week. Students re-tell surprising personal experiences, practise sequencing events with past simple, past continuous and past perfect, compare traditional fairy-tale plots and listen to reminiscences about favourite childhood stories.	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	Students can recount an unexpected event in logical order using three narrative tenses, recognise homophones in context, follow a recorded anecdote about a sudden mishap and select the correct four-step storyline, and read a simplified extract from <i>The Picture of Dorian Gray</i> , explaining the main conflict and at least one descriptive detail.	
5	Modals for advice, permission and obligation support discussions of rules, customs and personal values. Learners draft classroom codes of conduct, role-play debates on social etiquette and study an internet meme about “life rules.”	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	Students can give, ask for and refuse permission politely, offer three pieces of advice using should , ought to or had better , comprehend a two-minute panel discussion on social rules sufficiently to report the three positions expressed, and read the “Jar of Pebbles” text, paraphrasing its metaphor and explaining two practical lessons it teaches.	
6	The sixth week focuses on present-perfect forms, adverbs of frequency and the theme of perseverance. Students share lifetime achievements, listen to a radio interview with a polar explorer who planted trees in his hometown, and read a feature on “The Man Who Made a Forest.”	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	Students can relate a personal achievement using the present perfect plus a time marker, contrast that experience with a past simple detail, follow the explorer interview well enough to note three hardships he overcame, and summarise the forest article, pointing out the project’s purpose, timeline and current impact.	
7	Focus on state vs activity verbs and aspect choice; work–life balance and workplace culture. Students compare routines, debate flexible hours vs overtime, listen to an interview with an inspirational CEO, and read a feature on modern workplace values.	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share,

	Students can identify main ideas and key details, compare viewpoints, and use common verb patterns accurately in speech and writing. They can give a 2–3 minute oral summary comparing boarding and day school with minimal hesitation. They can write a 140–160 word for and against essay with clear organisation, linking and a concise conclusion.	Presentation, Games
8	EXAM WEEK	

15 September 2025	Proficiency Exam Phase I(Written Section)
16 September 2025	Proficiency Exam Phase II (Listening/Writing/Speaking Sections)
18 September 2025	Placement Test
19 September 2025	Orientation

Week/Date		Course Topics/Corresponding Activities in the Book	Corresponding Program Competency
1	17 Kasım 2025	P9 introduction exercises 1-2. P10- 11 Exercises 1-6. Grammar Spot, Practice question words.	
	18 Kasım 2025	P12-13 Vocabulary and Speaking, exercises 1-10 P14 Reading and Speaking <i>What's their story?</i> Exercises 1-2.	
	19 Kasım 2025	P14-15 Reading and Speaking <i>continue, exercise 3</i> , Unit Video	
	20 Kasım 2025	P16 Listening and Speaking <i>My closest relative</i> , Exercises 1-4. "Talking about you" P18, Writing <i>Describing a person</i> Exercises 1-7.	
2	24 Kasım 2025	Unit 2 Language Matters P19 introduction, warm-up question 1,2. P20-21 Grammar exercises 1-4, Practice 1-5	
	25 Kasım 2025	P22 Making conversation 1-3. P23 Exercises 1-7 P24 Reading <i>Language Lovers Exercises 1-2</i>	
	26 Kasım 2025	P24 Reading <i>Language lovers continue exercises 3-6</i> . Unit Video	
	27 Kasım 2025	P26-27 Listening and Speaking 1-4, Vocabulary 1-7 P28 Writing, Exercises 1-5	
3	1 Aralık 2025	Unit 3 Just a Job! P29 introduction, warm-up questions 1,2. P30-31 Grammar state vs activity verbs 1-4, Grammar Spot and Practice 1-3	
	2 Aralık 2025	P32 Who's that? Exercises 1-6 P33 Active and Passive 1-3, Speaking and Listening 1-4 P34 Reading text <i>Dan Price Exercises 1-3</i>	

	3 Aralık 2025	P34-35 Reading continues, Exercises 4-6. P35 Unit Video	
	4 Aralık 2025	P36 Vocabulary & Listening Balancing work and life — Exercises 1–4 P38 Writing Formal letter/email (job application) — Exercises 1–5	
4	8 Aralık 2025	Unit 4 Tales of the Unexpected P39 introduction, warm-up questions 1,2 P40-41 Grammar past tenses (active & passive) — Grammar Spot; Exercises 1–6	
	9 Aralık 2025	P42 Practice exercises 1-8 P43 Vocabulary and reading aloud exercises 1-8 P44 Reading <i>The picture of Dorian Gray</i> , exercises 1-2	
	10 Aralık 2025	P44-45 Reading <i>The picture of Dorian Gray</i> cont. exercises 3-5 P44 Unit Video.	
	11 Aralık 2025	P46 Listening and Speaking <i>Once upon a time ...</i> exercises 1-5 P48 Writing <i>A story</i> Exercises 1-7	
5	15 Aralık 2025	Unit 5 Rights and Wrongs - P49 introduction, warm-up questions 1,2 P50-51 Grammar modals and related verbs 1-4; A,B 1-8, a-h – Grammar Spot 1-4, Practice 1-3	
	16 Aralık 2025	P52 Past times, present times, discussion P53 Listening and Speaking – Vocabulary Exercises 1-4, Spoken English	
	17 Aralık 2025	P54-55 Reading and Listening, Vocabulary 1-6. P55 Unit Video	
	18 Aralık 2025	P56 Vocabulary and Speaking 1-5 P58 Writing 1-5	
	19 Aralık 2025	MIDTERM	
6	22 Aralık 2025	Unit 6 Easier Said than Done – P59 introduction, warm-up questions 1,2 P60-61 Grammar Present Perfect (simple, continuous, passive) – Grammar Spot (1-3) , Exercises 1-5	
	23 Aralık 2025	P62-63 Practice 1-2, Discussing grammar 3-6, Spoken English P63 Vocabulary <i>Adverbs</i> 1-3	
	24 Aralık 2025	P64-65 Reading and Speaking, Exercises 1-7 P65 Unit Video	
	25 Aralık 2025	P66 Listening and Speaking, Exercises 1-6 P68 Writing <i>Life Changes</i> Exercises 1-4	
7	29 Aralık 2025	Unit 7 Best Years of your life P69 introduction, warm-up questions 1,2 P70-71 Grammar Verb Patterns Exercises 1-5, Grammar Spot 1-2	
	30 Aralık 2025	P72-73 Practice Exercises 1-6 P73 Listening and speaking Exercises 1-4	
	31 Aralık 2025	P74-75 Reading and Speaking <i>Boarding School</i> , Exercises 1-5 P74 Unit Video	

	1 Ocak 2026 *	P76 Vocabulary and idiom Exercises 1-6 P78 Writing Exercises 1-6, <i>Pros and Cons</i> text
2 Şubat 2026	LEVEL COMPLETION EXAM	
3 Şubat 2026	LEVEL COMPLETION EXAM	
4 Şubat 2026	LEVEL COMPLETION EXAM	
5 Şubat 2026	LEVEL COMPLETION EXAM	
6 Şubat 2026	LEVEL COMPLETION EXAM	

Textbook/Supplementary Book	
1	
2	
Course Tools, Equipment, and Materials, Online Platforms	

Assessment Method/Evaluation			
Method	Week	Time (Hour)	Contribution %
Quiz		1	15%
Writing Portfolio	All Weeks		10%
Presentation			10%
Online Study/Homework	All Weeks		5%
Mid-term Exam	5 th Week		20%
Level Completion Exam	8 th Week		40%
Sample Questions			

Student Workload			
	Weekly Hours	Number	Workload

Weekly Course Hours	22		
Out-of-Class Study			
a) Reading			
b) Internet/Library Research			
c) Quiz preparation			
d) Presentation Preparation			
e) Homework			
f) Vocabulary Study			
g) Mid-term Preparation			
h) Level Completion Exam Preparation			
i) Completing online studies and homework			

Recommendations for Students

- Make sure you read, listen to, or watch all your course materials in online learning environments and face-to-face classes, and complete all assignments given to you by your instructor.
- Complete your homework and submit it before the deadlines. These assignments will constitute an essential part of your grades.
- Participate as actively as possible in classes.
- Try to complete all exercises in your student application before and after face-to-face classes.
- Especially at lower levels, learn more phrases or sentences rather than language rules. Put patterns, idioms, and expressions in your mental basket and try to keep them alive. Form this habit and enrich your memorized vocabulary. Rules can only help you if you have a language ready to use. Collaborate with other students in class and help each other learn.

B1+ Seviyesi Konuşma Becerileri Dersi Planı

PREPARATORY CLASS B1+ LEVEL-SPEAKING CLASS
LEVEL COORDINATOR
Name: Mert GÜÇLÜ
LEVEL DEFINITION
In this part of the program, students become more confident when they use English in class and in daily life. By the end of the course, students can understand main ideas and important details in short texts and listening activities about topics such as personal stories, daily routines, working life, rules and food. Students are able to take part in conversations about their own experiences, talk about their jobs and opinions, and manage daily situations in English. They can write short texts such as emails, stories and descriptions using simple structure and linking words. They use different grammar points such as present and past tenses, modal verbs, present perfect, adverbs of frequency and vocabulary related to the units. At this level, students express themselves more easily and deal with common topics and situations
LEVEL PREREQUISITE
Students who start this module should have completed an elementary or pre-intermediate course or show similar skills in a placement test. Students should be at A2 plus or low B1 level when they begin, so they can work towards B1 plus at the end of the first six units.

Code:	Name: Level	Theory and Application: 2	ECTS:
Class/Term/Quarter		Preparatory/	
Course Level		B1+	
Course Type		Mandatory	
Teaching System		Formal Education	
Course Duration		7+1 Weeks	
Instructor		Mert GÜÇLÜ	
Other Instructor/Instructors			
Teaching Language		English	
Out-of-Class Application/Internship			
Course Objective			
This course aims to enable students to understand grammatical structures by improving their English grammar and general language usage skills. It aims to develop basic language skills from B1 level to B1+ level.			

Learning Outcomes
(The learning outcomes for the relevant level have been determined following the descriptors found in the Common European Framework of Reference for Languages (CEFR), taking into account the needs of the students.)
<i>Students who complete this course will:</i>

RECEPTIVE SKILLS	LISTENING	<p>GOAL:</p> <p>By the end of Week 7 students can follow clear, standard-speed conversations, interviews and short talks on the six unit themes—personal stories, language learning, work–life balance, unexpected tales, rules and values, and perseverance—identifying both main ideas and most supporting details. They can handle stretches of speech of up to three minutes when the topic is familiar from the course, recognise markers that signal examples or contrasts, and catch key factual data such as numbers, dates and proper names even when the information is embedded in connected speech.</p>	<ul style="list-style-type: none"> • Can follow standard spoken English, live or broadcast, on personal, social, academic, or work-related themes covered in Units 1-6. • Can grasp the main ideas and most supporting details of talks up to about three minutes, even when they include some abstract content, provided key points are marked with signposts such as first, however, for example. • Can recognise speaker attitude, including enthusiasm, doubt, or polite disagreement, through intonation and common stance markers. • Can pick out factual data such as numbers, dates, names, and percentages when they appear in connected speech at normal speed. • Can understand TV news items, radio features, and podcast extracts on course-related topics and identify the viewpoint or purpose of the speaker. • Can cope with recorded announcements or instructions that move from concrete facts to brief explanations of why or how.
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	READING	<p>GOAL:</p> <p>Students can read and understand intermediate-length magazine and newspaper articles, blog posts, narrative extracts and simplified academic texts linked to Units 1-6. They can grasp the central message, distinguish major supporting points from minor ones, recognise the writer's attitude, follow chronological and cause-and-effect sequences, locate specific information quickly, and infer the meaning of many unfamiliar words from context and word-building clues.</p>	<ul style="list-style-type: none"> • Can read magazine and newspaper articles, web posts, and simplified academic passages with enough independence to choose useful sections for closer study. • Can scan an online article quickly to locate dates, figures, or named examples relevant to a task. • Can follow chronological and cause-and-effect sequences in biographies, narratives, and reports, noting how the writer signals shifts in time or reason. • Can recognise the writer's attitude or purpose, such as to persuade, entertain, or inform, even if the stance is implicit. • Can infer the meaning of unfamiliar words from context or common word-building patterns, especially prefixes and suffixes practised in Unit 2. • Can decide whether a long text on a professional or social issue merits detailed reading based on a rapid scan of headings and first sentences.
PRODUCTIVE SKILLS	SPEAKING	<p>GOAL:</p> <p>Learners can give sustained, well-connected descriptions and narratives dealing with the unit topics, incorporating a range of time expressions, modals and linking devices covered in class. They can explain opinions, experiences and future plans, compare alternatives, and keep going without undue hesitation when talking about familiar matters, occasionally repairing breakdowns by rephrasing or asking for clarification.</p>	<ul style="list-style-type: none"> • Can give a two-to-three-minute description or narrative that includes time expressions, modals, and linkers practised in class. • Can explain a viewpoint on a topical issue from Units 1-6, outlining at least two advantages and two disadvantages of different options. • Can develop an argument step by step, highlighting key points and giving short supporting examples. • Can describe how to carry out a simple procedure or project, checking that listeners follow each stage. • Can round off a talk with an appropriate conclusion or call to action. • Can vary stress and intonation enough to convey emphasis, contrast, or mild irony.

	WRITING	<p>GOAL:</p> <p>Students can produce connected paragraphs of 160–200 words on the themes of Units 1-6, organising information with basic cohesion devices such as logical connectors, reference words and paragraphing. They can write personal emails, short essays and stories that recount events in sequence, express viewpoints with simple justification, and include modals for advice or obligation and present-perfect structures to relate past experience to the present.</p>	<ul style="list-style-type: none"> • Can write a personal email, short essay, or story that follows a logical structure with paragraphing and connectors such as although, therefore, in addition. <ul style="list-style-type: none"> • Can synthesise information from two short sources, combining them in a short report or opinion piece. • Can use present perfect forms to link past experience to present relevance and modals to give advice or state obligation. • Can mark the relationship between ideas clearly through reference words and sequencing phrases. • Can write a brief review or reflection on a film, article, or talk, mentioning key points and personal reaction. • Can edit own work for common tense or agreement errors before submission.
INTERACTION	SPEAKING	<p>GOAL:</p> <p>In pair and group tasks students can initiate, extend and conclude exchanges, ask follow-up questions, express agreement or polite disagreement, and negotiate meaning when misunderstandings occur. They can adapt their language to informal classroom discussions, role-plays or problem-solving tasks drawn from Units 1-6, and they can manage turn-taking smoothly while showing active listening through short responses and summarising the speaker’s point before adding their own.</p>	<ul style="list-style-type: none"> • Can initiate, respond, and conclude exchanges in pair or group tasks, inviting others to speak and acknowledging their contributions. <ul style="list-style-type: none"> • Can ask follow-up questions that probe for clarification or deeper detail without over-speaking. • Can express agreement, partial agreement, or polite disagreement, giving short reasons or examples. • Can negotiate meaning when misunderstandings arise by rephrasing, summarising, or checking comprehension. • Can sustain interaction in a noisy environment by signalling active listening with short responses and appropriate eye contact. • Can highlight the personal significance of an event or viewpoint, conveying degrees of emotion with lexical and intonational choices.

Course Content		
English Grammar, reading, writing, listening, speaking, and daily language use.		
Detailed Weekly Course Content		
Week	Detailed Content and Topics/Related Learning Outcomes	Teaching Methods and Techniques
1	Students explore showing interest and reacting naturally through pair interviews, mingles and short role-plays on personal stories. They practise back-channeling, follow-up questions and clear intonation, then give a brief oral summary of a partner's background.	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	Students can ask and answer detailed questions about someone's background, keep a short conversation going with follow-ups and polite reactions, and describe a person or hometown using precise adjectives. They can summarise a partner's story in 60–90 seconds with generally accurate pronunciation and appropriate intonation.	
2	Students practise language for errands and services: asking for help, clarifying and confirming information in shop and service-desk scenarios. They rehearse polite forms and short problem-solving dialogues to handle routine transactions smoothly.	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	Students can request help, ask clarification questions and confirm details clearly; they can handle common transactions and resolve simple issues politely, including spelling names and giving numbers when needed.	
3	Students work on opening, developing and closing small talk, using safe topics, follow-up questions and polite endings. They practise keeping the conversation light while adjusting register and turn-taking.	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	Students can start, maintain and close a brief social conversation appropriately, ask natural follow-up questions and respond without one-word answers for 1–2 minutes.	
4	Students practise expressing and justifying opinions, agreeing and disagreeing politely, and using softeners and hedging language. Short debates train turn-taking, asking for reasons and signalling partial agreement.	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	Students can state and justify a view, agree or disagree politely, ask for and give reasons, and manage a short opinion exchange with clear turn-taking.	

5	Students focus on making, accepting and refusing requests and offers with appropriate register. They practise negotiating simple solutions and repairing misunderstandings in brief role-plays.	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	Students can make and respond to requests and offers politely, negotiate small changes to plans and use repair strategies to keep the interaction on track.	
6	Students exchange numerical information: prices, times, dates and quantities. They practise checking and confirming numbers, and using phone-style exchanges and simple forms to avoid confusion.	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	Students can ask for and give numerical information accurately, confirm and correct numbers clearly, and complete short booking or form-filling interactions.	
7	Students practise sympathy and empathy, reacting to bad news with natural exclamations and suggesting next steps. Tone and intonation are trained to keep responses supportive and appropriate.	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	Students can respond sensitively to bad news, offer simple advice and propose practical next steps with suitable tone and intonation in short scenarios.	
8	EXAM WEEK	

15 September 2025	Proficiency Exam Phase I(Written Section)	
16 September 2025	Proficiency Exam Phase II (Listening/Writing/Speaking Sections)	
18 September 2025	Placement Test	
19 September 2025	Orientation	
Week/Date	Course Topics/Corresponding Activities in the Book	Corresponding Program Competency
1		
18 Kasım 2025	SB p17 Everyday English Making the right noises, Exercises 1–7	
2		
25 Kasım 2025	SB p27 Everyday English Everyday situations, Exercises 1–4 SB p37 Everyday English Making small talk, Exercises 1–4; Roleplay	
3		

	2 Aralık 2025	SB p47 Everyday English Giving opinions, Exercises 1–6 SB p57 Everyday English Polite requests and offers, Exercises 1–3; roleplay	
4			
	9 Aralık 2025	SB p67 Everyday English Numbers, Exercises 1–5; groupwork	
5			
	16 Aralık 2025	SB p77 Everyday English You poor thing!, Exercises 1–5	
	19 Aralık 2025	MIDTERM	
6			
	23 Aralık 2025	Students' Presentation	
7			
	30 Aralık 2025	Students' Presentation	
	LEVEL COMPLETION EXAM		
	2 Şubat 2026	LEVEL COMPLETION EXAM	
	3 Şubat 2026	LEVEL COMPLETION EXAM	
	4 Şubat 2026	LEVEL COMPLETION EXAM	
	5 Şubat 2026	LEVEL COMPLETION EXAM	

Textbook/Supplementary Book	
1	
2	
Course Tools, Equipment, and Materials, Online Platforms	

Assessment Method/Evaluation			
Method	Week	Time (Hour)	Contribution %
Quiz		1	15%
Writing Portfolio	All Weeks		10%
Presentation			10%
Online Study/Homework	All Weeks		5%
Mid-term Exam	5 th Week		20%
Level Completion Exam	8 th Week		40%
Sample Questions			

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Student Workload			
	Weekly Hours	Number	Workload
Weekly Course Hours	2		
Out-of-Class Study			
j) Reading			
k) Internet/Library Research			
l) Quiz preparation			
m) Presentation Preparation			
n) Homework			
o) Vocabulary Study			
p) Mid-term Preparation			
q) Level Completion Exam Preparation			
r) Completing online studies and homework			
Recommendations for Students			
<ul style="list-style-type: none"> • Make sure you read, listen to, or watch all your course materials in online learning environments and face-to-face classes, and complete all assignments given to you by your instructor. • Complete your homework and submit it before the deadlines. These assignments will constitute an essential part of your grades. • Participate as actively as possible in classes. • Try to complete all exercises in your student application before and after face-to-face classes. • Especially at lower levels, learn more phrases or sentences rather than language rules. Put patterns, idioms, and expressions in your mental basket and try to keep them alive. Form this habit and enrich your memorized vocabulary. Rules can only help you if you have a language ready to use. Collaborate with other students in class and help each other learn. 			

B1+ Seviyesi Yazma Becerileri Dersi Planı

PREPARATORY CLASS B1+ LEVEL-WRITING CLASS
LEVEL COORDINATOR
Name: Mert GÜÇLÜ
LEVEL DEFINITION
<p>This writing module uses Writer 2 (Chapters 1–5) and takes learners from B1 toward B1+. The course builds sentence control and paragraph organisation, then moves into three paragraph types: descriptive (person and place), narrative, and academic. Students learn to plan, draft, revise, and edit. They write topic sentences with a clear controlling idea, develop major and minor support, and close with an effective concluding sentence. They improve accuracy with subject verb agreement, correct word order, and the use of simple, compound, and complex sentences with although, because, so, when, and until. They strengthen cohesion with transitions for listing, illustration, and conclusion, and they apply punctuation and capitalization consistently. By the end of the course, students can produce polished 90–150 word paragraphs that meet B1 standards for clarity and show B1+ control of structure and flow.</p>
LEVEL PREREQUISITE
<p>Students should enter at A2+ or low B1. They can write simple sentences and a basic short paragraph on familiar topics. They know present simple and past simple, use very common linking words, and apply basic punctuation and capitalization most of the time. They can recognise the parts of a paragraph in a model text, follow short written instructions, and take part in pair and group work. This foundation allows them to benefit from Writer 2 and to progress toward B1+ by learning to plan, draft, revise, and edit paragraphs with clearer organisation and more accurate language.</p>

Code:	Name: Level	Theory and Application:2	ECTS:
Class/Term/Quarter		Preparatory/	
Course Level		B1+	
Course Type		Mandatory	
Teaching System		Formal Education	
Course Duration		7+1 Weeks	
Instructor		Mert GÜÇLÜ	
Other Instructor/Instructors			
Teaching Language		English	
Out-of-Class Application/Internship			
Course Objective			
<p>This course develops students' ability to write clear, coherent paragraphs at B1 toward B1+. Using Writer 2 (Chapters 1–5), students learn the writing process from prewriting and planning to drafting, revising, and editing. They practise sentence control and variety with simple, compound, and complex sentences, keep subject verb agreement and word order accurate, and apply punctuation and capitalization consistently. They build paragraphs with a focused topic sentence, relevant major and minor support, and an effective concluding sentence. They use transitions for listing, illustration, and conclusion to improve cohesion. By the end of the course, students can produce descriptive, narrative, and academic paragraphs in response to familiar prompts.</p>			

Learning Outcomes

(The learning outcomes for the relevant level have been determined following the descriptors found in the Common European Framework of Reference for Languages (CEFR), taking into account the needs of the students.)

Students who complete this course will:

RECEPTIVE SKILLS	LISTENING	<p>GOAL:</p> <p>By the end of Week 7 students can follow clear, standard-speed conversations, interviews and short talks on the six unit themes—personal stories, language learning, work–life balance, unexpected tales, rules and values, and perseverance—identifying both main ideas and most supporting details. They can handle stretches of speech of up to three minutes when the topic is familiar from the course, recognise markers that signal examples or contrasts, and catch key factual data such as numbers, dates and proper names even when the information is embedded in connected speech.</p>	<ul style="list-style-type: none">• Can follow standard spoken English, live or broadcast, on personal, social, academic, or work-related themes covered in Units 1-6.<ul style="list-style-type: none">• Can grasp the main ideas and most supporting details of talks up to about three minutes, even when they include some abstract content, provided key points are marked with signposts such as first, however, for example.• Can recognise speaker attitude, including enthusiasm, doubt, or polite disagreement, through intonation and common stance markers.• Can pick out factual data such as numbers, dates, names, and percentages when they appear in connected speech at normal speed.• Can understand TV news items, radio features, and podcast extracts on course-related topics and identify the viewpoint or purpose of the speaker.• Can cope with recorded announcements or instructions that move from concrete facts to brief explanations of why or how.
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	READING	<p>GOAL:</p> <p>Students can read and understand intermediate-length magazine and newspaper articles, blog posts, narrative extracts and simplified academic texts linked to Units 1-6. They can grasp the central message, distinguish major supporting points from minor ones, recognise the writer's attitude, follow chronological and cause-and-effect sequences, locate specific information quickly, and infer the meaning of many unfamiliar words from context and word-building clues.</p>	<ul style="list-style-type: none"> • Can read magazine and newspaper articles, web posts, and simplified academic passages with enough independence to choose useful sections for closer study. • Can scan an online article quickly to locate dates, figures, or named examples relevant to a task. • Can follow chronological and cause-and-effect sequences in biographies, narratives, and reports, noting how the writer signals shifts in time or reason. • Can recognise the writer's attitude or purpose, such as to persuade, entertain, or inform, even if the stance is implicit. • Can infer the meaning of unfamiliar words from context or common word-building patterns, especially prefixes and suffixes practised in Unit 2. • Can decide whether a long text on a professional or social issue merits detailed reading based on a rapid scan of headings and first sentences.
PRODUCTIVE SKILLS	SPEAKING	<p>GOAL:</p> <p>Learners can give sustained, well-connected descriptions and narratives dealing with the unit topics, incorporating a range of time expressions, modals and linking devices covered in class. They can explain opinions, experiences and future plans, compare alternatives, and keep going without undue hesitation when talking about familiar matters, occasionally repairing breakdowns by rephrasing or asking for clarification.</p>	<ul style="list-style-type: none"> • Can give a two-to-three-minute description or narrative that includes time expressions, modals, and linkers practised in class. • Can explain a viewpoint on a topical issue from Units 1-6, outlining at least two advantages and two disadvantages of different options. • Can develop an argument step by step, highlighting key points and giving short supporting examples. • Can describe how to carry out a simple procedure or project, checking that listeners follow each stage. • Can round off a talk with an appropriate conclusion or call to action. • Can vary stress and intonation enough to convey emphasis, contrast, or mild irony.

	WRITING	<p>GOAL:</p> <p>Students can produce connected paragraphs of 160–200 words on the themes of Units 1-6, organising information with basic cohesion devices such as logical connectors, reference words and paragraphing. They can write personal emails, short essays and stories that recount events in sequence, express viewpoints with simple justification, and include modals for advice or obligation and present-perfect structures to relate past experience to the present.</p>	<ul style="list-style-type: none"> • Can write a personal email, short essay, or story that follows a logical structure with paragraphing and connectors such as although, therefore, in addition. <ul style="list-style-type: none"> • Can synthesise information from two short sources, combining them in a short report or opinion piece. • Can use present perfect forms to link past experience to present relevance and modals to give advice or state obligation. • Can mark the relationship between ideas clearly through reference words and sequencing phrases. • Can write a brief review or reflection on a film, article, or talk, mentioning key points and personal reaction. • Can edit own work for common tense or agreement errors before submission.
INTERACTION	SPEAKING	<p>GOAL:</p> <p>In pair and group tasks students can initiate, extend and conclude exchanges, ask follow-up questions, express agreement or polite disagreement, and negotiate meaning when misunderstandings occur. They can adapt their language to informal classroom discussions, role-plays or problem-solving tasks drawn from Units 1-6, and they can manage turn-taking smoothly while showing active listening through short responses and summarising the speaker’s point before adding their own.</p>	<ul style="list-style-type: none"> • Can initiate, respond, and conclude exchanges in pair or group tasks, inviting others to speak and acknowledging their contributions. <ul style="list-style-type: none"> • Can ask follow-up questions that probe for clarification or deeper detail without over-speaking. • Can express agreement, partial agreement, or polite disagreement, giving short reasons or examples. • Can negotiate meaning when misunderstandings arise by rephrasing, summarising, or checking comprehension. • Can sustain interaction in a noisy environment by signalling active listening with short responses and appropriate eye contact. • Can highlight the personal significance of an event or viewpoint, conveying degrees of emotion with lexical and intonational choices.

Course Content		
English Grammar, reading, writing, listening, speaking, and daily language use.		
Detailed Weekly Course Content		
Week	Detailed Content and Topics/Related Learning Outcomes	Teaching Methods and Techniques
1	Students clarify what a complete sentence is and how it differs from a fragment, then practise correct word order and core subject verb agreement in short statements and questions. Work with indefinite pronouns begins at recognition level so that agreement with anyone, everyone, someone, no one and nobody becomes predictable. Punctuation and capitalization are reviewed through quick edits that turn fragments into accurate sentences. Students finish the week by composing several clear sentences on a familiar topic and combining a few of them into a short micro paragraph.	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	Students can spot fragments, correct them, and produce 6 to 8 accurate sentences that respect word order, capitalization and end punctuation. They can keep basic subject verb agreement, including agreement after common indefinite pronouns, and they can assemble a short micro paragraph that reads clearly at B1 level.	
2	Students extend sentence control by building compound and complex sentences with although, because, so, when and until, then fold these into a short cohesive paragraph. With this base in place, the class moves into description of a person by drafting strong topic sentences with a clear controlling idea. Learners collect and organise vocabulary for appearance and personality and review the correct order of adjectives so that details can be added efficiently in the next stage.	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	Students can mix simple, compound and complex sentences inside a short paragraph and can choose subordinators that signal time, reason and result. They can also write a focused topic sentence for a person description and prepare an outline that lists relevant details using the correct adjective order, which supports a smooth B1 to B1+ progression.	
3	Students complete the person description by joining sentences with with, who and which to avoid repetition and to add precise detail, then close the paragraph with a clear concluding sentence. After drafting and a short peer check, they shift to describing a place. They plan topic and supporting sentences for a place paragraph, gather physical and opinion adjectives, and prepare spatial language that will guide the reader in the next week.	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games

	<p>Students can produce a 90 to 130 word paragraph that describes a person with a strong topic sentence, well chosen supporting details, at least two relative clauses and a concise concluding sentence. They can also set up a place paragraph by selecting accurate descriptive and opinion adjectives and outlining information from general to specific in line with B1+ organisation.</p>	
4	<p>Students write and revise a place description using prepositions of place and spatial order expressions such as next to, in the middle, on the left and opposite so that the reader can follow a clear route. They confirm unity and add a concluding sentence that restates the central image. The second half of the week introduces narrative writing. Learners analyse the structure of a narrative paragraph with beginning, middle and end, collect time order signals like first, then, after that and finally, and plan time clauses that separate background from main actions.</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
	<p>Students can deliver a 90 to 130 word place paragraph that is coherent, spatially organised and accurate in its prepositions. They can also plan a short narrative by sequencing events with time markers and drafting a topic sentence that frames the situation, which matches B1 expectations and prepares B1+ control of flow.</p>	
5	<p>Students write the first full draft of a narrative paragraph. They keep tense use consistent with past simple for main events and past continuous when needed for background. They integrate time clauses and can add a short piece of direct speech with correct punctuation to make the story more vivid. The week closes with guided revision for clarity, sequence and a concluding sentence that shows the result or a short reflection.</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
	<p>Students can produce a coherent 100 to 140 word narrative that a reader can follow easily. They maintain tense consistency, use time markers and time clauses to connect actions and finish with a conclusion that resolves the event. This meets B1 criteria for clarity and supports B1+ fluency in narrative flow.</p>	
6	<p>Students shift to academic paragraph writing. They learn to craft a strong topic sentence with a clear controlling idea and to distinguish between major and minor supporting sentences. Unity and coherence are trained through listing and addition transitions such as first, second, next, then, also, in addition and moreover. Learners build an outline through prewriting and planning so that support matches the controlling idea.</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>

	Students can outline an academic paragraph that answers a simple prompt, choose relevant support, and draft a first version that maintains unity. They can select and use basic listing and addition transitions appropriately. Performance shows B1 accuracy with emerging B1+ organisation.	
7	Students deepen coherence with illustration and conclusion transitions such as for example, for instance, as an illustration, to give an example, to illustrate, to conclude, in conclusion, to sum up, in brief, in summary and all in all. They complete the full writing process by drafting, revising and editing to produce a polished academic paragraph. The week finishes with a short timed task and a brief reflection that connects progress across Chapters 1 to 5.	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	Students can produce a polished 120 to 150 word academic paragraph that begins with a focused controlling idea, develops relevant support and closes with an effective concluding sentence. They can choose illustration and conclusion transitions to improve coherence and can carry out the writing stages to improve accuracy. The result aligns with B1 standards and demonstrates the organisational control typical of B1+.	
8	EXAM WEEK	

15 September 2025	Proficiency Exam Phase I(Written Section)	
16 September 2025	Proficiency Exam Phase II (Listening/Writing/Speaking Sections)	
18 September 2025	Placement Test	
19 September 2025	Orientation	
Week/Date	Course Topics/Corresponding Activities in the Book	Corresponding Program Competency
1		
17 Kasım 2025	Pages: 8–13 Exercises: Ex.1-8	
2		
23 Kasım 2025	Pages: 13–24 Exercises: Ex.9-15, Ex. 1-4	
3		
1 Aralık 2025	Pages: p25-31 Exercises: Ex. 5-11	
4		
8 Aralık 2025	Pages: 32-37 Exercises: Ex. 1-6	
5		
15 Aralık 2025	Pages: 38-42 Exercises: Ex. 7-10	
19 Aralık 2025	MIDTERM	
22 Aralık 2025	Pages: 43-52	

		Exercises: Ex.1-8, 9	
7	29 Aralık 2025	Pages: 53-69 Exercises: Ex.1-14	
	LEVEL COMPLETION EXAM		
2 Şubat 2026		LEVEL COMPLETION EXAM	
3 Şubat 2026		LEVEL COMPLETION EXAM	
4 Şubat 2026		LEVEL COMPLETION EXAM	
5 Şubat 2026		LEVEL COMPLETION EXAM	

Textbook/Supplementary Book	
1	
2	
Course Tools, Equipment, and Materials, Online Platforms	

Assessment Method/Evaluation			
Method	Week	Time (Hour)	Contribution %
Quiz		1	15%
Writing Portfolio	All Weeks		10%
Presentation			10%
Online Study/Homework	All Weeks		5%
Mid-term Exam	5 th Week		20%
Level Completion Exam	8 th Week		40%
Sample Questions			

Student Workload			
	Weekly Hours	Number	Workload
Weekly Course Hours	2		
Out-of-Class Study			
s) Reading			
t) Internet/Library Research			
u) Quiz preparation			
v) Presentation Preparation			
w) Homework			
x) Vocabulary Study			
y) Mid-term Preparation			
z) Level Completion Exam Preparation			
aa) Completing online studies and homework			
Recommendations for Students			
<ul style="list-style-type: none"> • Make sure you read, listen to, or watch all your course materials in online learning environments and face-to-face classes, and complete all assignments given to you by your instructor. • Complete your homework and submit it before the deadlines. These assignments will constitute an essential part of your grades. • Participate as actively as possible in classes. • Try to complete all exercises in your student application before and after face-to-face classes. • Especially at lower levels, learn more phrases or sentences rather than language rules. Put patterns, idioms, and expressions in your mental basket and try to keep them alive. Form this habit and enrich your memorized vocabulary. Rules can only help you if you have a language ready to use. Collaborate with other students in class and help each other learn. 			

B2 SEVİYESİ DERS PLANLARI

B2 Dersi Main Course Ders Planı

PREPARATORY CLASS B2 LEVEL-MAIN COURSE
LEVEL COORDINATOR
Name: Rabia ALKAN COELHO AMADOR MATOSO RIBEIRO
LEVEL DEFINITION
The course aims to develop learners' language skills to a point where they can communicate effectively and naturally in most situations they are likely to encounter in social, academic, and professional contexts.
LEVEL PREREQUISITE
Students starting this course should have completed the B1+ level before attending this level.

Code:	Name: B2 Level	Theory and Application:18	ECTS:
Class/Term/Quarter		Preparatory / 2 nd Term / 3 rd and 4 th Quarter	
Course Level		B2	
Course Type		Mandatory	
Teaching System		Formal Education	
Course Duration		14+2 Weeks	
Instructor		Rabia ALKAN COELHO AMADOR MATOSO RIBEIRO	
Other Instructor/Instructors		All the other Lecturers at the School of Foreign Languages	
Teaching Language		English	
Out-of-Class Application/Internship			
Course Objective			
This course aims to enable students to understand grammatical structures by improving their English grammar and general language usage skills. It aims to develop basic language skills from the B1+ level to the B2 level.			

Learning Outcomes

(The learning outcomes for the relevant level have been determined following the descriptors found in the Common European Framework of Reference for Languages (CEFR), taking into account the needs of the students.)

Students who complete this course will:

RECEPTIVE SKILLS	LISTENING	<p>GOAL: Comprehend extended speech and lectures, following complex argumentation, provided the topic is somewhat familiar.</p>	<ul style="list-style-type: none"> • Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic, or vocational life. • Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard dialect, including technical discussions in their field of specialization. • Can follow extended speech and complex lines of argument provided the topic is reasonably familiar and the direction of the talk is sign-posted by explicit markers. • Can understand most TV news and current affairs programs, documentaries, interviews, talk shows, and most films in standard dialect. • Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed. • Can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.
	READING	<p>GOAL: Understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in a field of specialization.</p>	<ul style="list-style-type: none"> • Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. • Can have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. • Can quickly scan through long and complex texts, locating relevant details. • Can quickly identify the content and relevance of news items, articles, and reports on a wide range of professional topics, deciding whether closer study is worthwhile. • Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. • Can understand contemporary literary prose and adapted texts.

PRODUCTIVE SKILLS	SPEAKING	<p>GOAL: Interact fluently and spontaneously, producing clear, detailed speech on a wide range of subjects while expressing opinions and explaining viewpoints.</p>	<ul style="list-style-type: none"> • Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. • Can give a clear, detailed description of how to carry out a procedure. • Can explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options. • Can develop an argument systematically with appropriate highlighting of significant points and relevant supporting detail. • Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points, and rounding off with an appropriate conclusion. • Can deliver announcements fluently, almost effortlessly, with stress and intonation to convey finer shades of meaning precisely.
	WRITING	<p>GOAL: Produce clear, detailed texts on various topics, supporting ideas with appropriate explanations and examples, while showing good control of grammar and vocabulary.</p>	<ul style="list-style-type: none"> • Can write clear, detailed texts on a variety of subjects related to their field of interest, synthesizing and evaluating information and arguments from a number of sources. • Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. • Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear, connected text, and following established conventions of the genre concerned. • Can write a review of a film, book, or play, providing justifications for opinions. • Can write clear, detailed descriptions on a variety of subjects related to their field of interest. • Can summarize, report, and give their opinion about accumulated factual information on familiar routine and non-routine matters within their field with some confidence.
INTERACTION	SPEAKING	<p>GOAL: Engage effectively in extended conversations, maintaining interaction with ease, while dealing with unfamiliar topics with a degree of confidence.</p>	<ul style="list-style-type: none"> • Can interact with a degree of fluency and spontaneity that makes regular interaction and sustained relationships with native speakers quite possible without imposing strain on either party. • Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. • Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. • Can convey degrees of emotion and highlight the personal significance of events and experiences. • Can account for and sustain their opinions in discussion by providing relevant explanations, arguments, and comments. • Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.

Course Content

English Grammar, reading, writing, listening, speaking, and daily language use.

Detailed Weekly Course Content		
Week	Detailed Content and Topics/Related Learning Outcomes	Teaching Methods and Techniques
1	<p>Home and Away Language focus: The tense system & Informal Language Vocabulary: Compound Words Everyday English: Causal Conversation Reading: Saroo's story Listening: Things I miss from home Writing: Informal Writing</p> <hr/> <p>Listening & Speaking: Can understand and participate in informal conversations about lifestyle and personal experiences. Can listen to casual conversations to learn common responses in everyday situations. Can listen to extracts from an interview in order to speculate about/predict the content of the story. Can talk about themselves using informal language.</p> <p>Reading: Can recognize compound words and infer meaning from context in texts related to home and travel.</p> <p>Writing: Can write informal messages or emails about personal topics with an appropriate tone. Can understand symbols used to correct written errors. Can locate and correct errors in an informal email.</p> <p>Grammar & Vocabulary: Can correctly use a range of tenses and informal spoken English. Can identify and compare a range of past, present, and future tenses in both active and passive forms. Can understand colloquial language and how we commonly omit some words in informal spoken and written English.</p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
2	<p>The Ends of the Earth Language focus: Present Perfect; Simple and Continuous Vocabulary: Make and Do Everyday English: Talking about places Reading: Our Plastic Planet Listening: Bucket Lists Writing: A formal Email</p> <hr/> <p>Grammar and Vocabulary: Can use the Present Perfect tense (both simple and continuous) and past tense forms accurately in speaking and writing. Can recognize and use phrases, collocations, and phrasal verbs with "make" and "do" correctly. Can use adjectives formed with number + noun (e.g., a four-bedroom house) to describe objects and places. Can use fillers appropriately in conversation to gain time to think. Can add emphasis in spoken and written language for clarity and impact. Can learn and use emotive adjectives to express feelings and attitudes effectively.</p> <p>Listening:</p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games

	<p>Can follow extended descriptions and explanations using Present Perfect and Continuous tenses.</p> <p>Can understand an article by a journalist and adventurer discussing the impact of plastic pollution on beaches and seas.</p> <p>Can follow conversations where four people talk about different places around the world.</p> <p>Can listen to and understand discussions giving opinions about an app.</p> <p>Can listen to and understand discussions giving opinions about environmental issues.</p> <p>Speaking:</p> <p>Can use fillers and discourse markers to maintain fluency. Can accurately use phrasal verbs with <i>make</i> and <i>do</i> in conversation.</p> <p>Can talk confidently about places, describing their features and significance.</p> <p>Can discuss and give opinions about an app in a clear and organized way.</p> <p>Can discuss environmental issues and express my opinions using appropriate vocabulary and structures.</p> <p>Can talk about activities to put on a bucket list, sharing ideas and experiences.</p> <p>Can use fillers and add emphasis naturally when speaking.</p> <p>Reading & Writing:</p> <p>Can summarize experiences and express opinions about environmental issues in structured paragraphs.</p> <p>Can write a formal email, such as an email of complaint, using appropriate conventions and tone.</p> <p>Can distinguish between informal and formal writing styles and apply formal writing conventions correctly.</p> <p>Can use emotive adjectives effectively in writing to convey feelings and attitudes.</p> <p>Can read and understand journalistic articles about environmental topics and pollution.</p> <p>Can comprehend monologues and narratives about personal achievements and bucket lists.</p> <p>Can read and analyse different types of texts related to places and environmental themes.</p>	
<p>3</p>	<p>The Kindness of Strangers Language focus: Narrative Tenses Vocabulary: Talking about books and films Everyday English: Showing interest and surprise Reading: Book at bedtime Listening: An Interview with a BBC journalist Writing: Narrative Writing(1)</p> <hr/> <p>Listening & Speaking:</p> <p>Can understand and narrate stories using past narrative tenses (Past Simple, Past Continuous, Past Perfect Simple, and Past Perfect Continuous) in both active and passive forms.</p> <p>Can give and respond to news fluently.</p> <p>Can use reply and echo questions to show interest or surprise during conversations.</p> <p>Can listen to excerpts of a short story and comprehend key details.</p> <p>Can follow and understand a long interview with a journalist.</p> <p>Can discuss and speculate about story reviews or narratives.</p> <p>Can participate in discussions about books, films, theatre, and interviews.</p> <p>Reading:</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>

	<p>Can comprehend articles discussing books and media using topic-specific vocabulary.</p> <p>Can analyse and discuss short stories and related texts.</p> <p>Writing:</p> <p>Can produce well-organized narratives using appropriate adverbial phrases and place adverbs correctly within writing.</p> <p>Can paraphrase stories effectively to demonstrate comprehension.</p>	
4	<p>A Pack of Lies</p> <p>Language focus: Questions and Negatives</p> <p>Vocabulary: Saying the opposite</p> <p>Everyday English: Being polite</p> <p>Reading: The post-truth age</p> <p>Listening: Guilty Secrets</p> <p>Writing: Linking Ideas</p> <hr/> <p>Grammar:</p> <p>Can form questions and negatives accurately across tenses.</p> <p>Can form questions and negatives accurately across different tenses.</p> <p>Can understand the function and form of negative and short questions.</p> <p>Can make positive statements into negative ones using various structures.</p> <p>Can use negative prefixes such as un-, il-, and dis- to express opposites and extend knowledge of antonyms.</p> <p>Can use "How come...?" questions to ask why in a surprised or puzzled way.</p> <p>Speaking:</p> <p>Can participate politely in conversations, using antonyms and negative prefixes to clarify meaning.</p> <p>Can participate politely in conversations using appropriate expressions.</p> <p>Can use antonyms and negative prefixes to clarify meaning during discussions.</p> <p>Can use polite expressions to ask for help and information, offer help, and request permission.</p> <p>Can ask for more information effectively in conversations.</p> <p>Can discuss topics such as lying, secrets, confessions, and forgiveness.</p> <p>Writing:</p> <p>Can express clear opinions contrasting authenticity and falsity in texts.</p> <p>Can express clear opinions contrasting authenticity and falsity in texts.</p> <p>Can link ideas clearly by using conjunctions with different functions in writing.</p> <p>Listening:</p> <p>Can listen to an investigative journalist's article addressing fake news issues.</p> <p>Can listen to six short news items and determine if they are true or fake.</p> <p>Can understand short monologues, including one where a man claims various beliefs but is shown to be a hypocrite.</p> <p>Can follow three different monologues by people confessing guilty secrets from their past.</p> <p>Reading:</p> <p>Can read and analyse articles related to authenticity and falsity in texts.</p> <p>Can discuss issues related to how news is gathered and the problem of fake news.</p> <p>Can evaluate news stories and decide if they are real or fake.</p>	<p>Lecture, Question- Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair- Share, Presentation, Games</p>

5	<p>A Future Perfect? Language focus: Future forms Vocabulary: Common verbs – take and put Everyday English: Over the Phone Reading: The Boomerang Generation! Listening: The future of the future Writing: Applying for a job</p> <hr/> <p>Grammar: Can use a full range of future tenses to describe plans, predictions, and ongoing future actions. Can review, identify, and label different future forms. Can explain the differences between various future forms and choose the correct one to use.</p> <p>Speaking & Writing: Can take part in discussions on future events and write formal/semi-formal emails expressing intentions and requests. Can talk about holiday plans clearly and confidently. Can discuss ideas and opinions about life in the future. Can discuss the concept of ‘boomerang’ children (young adults returning to live with their parents). Can conduct and report on a class survey related to relevant topics. Can practise phone skills, including navigating automated phone systems. Can analyse a CV and understand its key components. Can identify and address register issues in a covering letter. Can write both a CV and a covering letter appropriately for applying for a job.</p> <p>Vocabulary: Can use phrasal verbs related to <i>take</i> and <i>put</i> in varied contexts. Can learn and use a range of phrases with the high-frequency verbs take and put. Can identify and use common phrases with the word thing effectively</p> <p>Listening: Can listen to people talking about their future plans and intentions. Can understand a radio programme with four extracts from interviews discussing life in the future.</p> <p>Reading: Can read and understand an article about young adults who leave home and then return to live with their parents.</p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
6	<p>Making it Big Language focus: Expressions of quantity Vocabulary: Words with variable stress Everyday English: Business expressions & numbers Reading: Scandi successes Listening: Advertisements Writing: Report Writing</p> <hr/> <p>Grammar & Vocabulary: Can use expressions of quantity with countable and uncountable nouns accurately. Can match expressions of quantity to uncountable and countable nouns to talk about amounts accurately. Can discuss the differences between common countable and uncountable nouns. Can recognize and use two-syllable words with different stress patterns depending on whether they are nouns, adjectives, or verbs. Can use informal expressions of quantity appropriately.</p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games

	<p>Can use useful business phrases and handle a wide range of numbers confidently.</p> <p>Can say dates, times, phone numbers, and fractions correctly and clearly.</p> <p>Speaking & Writing: Can conduct surveys, present data, and write clear reports on lifestyle topics.</p> <p>Can conduct a class lifestyle survey and effectively relay the results to others.</p> <p>Can discuss the lives of successful entrepreneurs and speculate about starting a business.</p> <p>Can plan and present a business strategy for opening a restaurant.</p> <p>Can write a five-statement survey for research purposes.</p> <p>Can conduct research and write a well-structured report presenting the findings of the survey.</p> <p>Pronunciation: Can apply correct word stress in common words with variable stress patterns.</p> <p>Listening:</p> <p>Can listen to radio advertisements, identify products and selling points, complete related charts, and answer comprehension questions.</p> <p>Reading:</p> <p>Can read and understand an article about a famous businessman and inventor.</p> <p>Can complete jigsaw reading exercises to build overall comprehension from parts.</p>	
7	Review of All the Units	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	Exam Preparation with worksheets and study materials	
8	MID-TERM EXAMS	
9	<p>Let There Be Love!</p> <p>Language focus: Modals and related verbs</p> <p>Vocabulary: Common verbs - get</p> <p>Everyday English: Exaggeration and understatement</p> <p>Reading: From India to Sweden with love</p> <p>Listening: Professional matchmakers!</p> <p>Writing: Arguing your case</p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	<p>Grammar:</p> <p>Can use modal verbs to express ability, advice, obligation, and make polite requests.</p> <p>Can understand and use modal verbs and related expressions to express ability, possibility, permission, obligation, and advice.</p> <p>Can use common verbs such as get in various phrases to describe personal experiences.</p> <p>Can use echo questions to show interest or clarify information.</p> <p>Can recognize and use exaggeration and understatement appropriately in conversation and writing.</p> <p>Speaking:</p>	

	<p>Can use echo questions effectively and participate in social role-play activities.</p> <p>Can relate and summarize the story of a reading text in their own words.</p> <p>Can participate in discussions about love, marriage, and matchmaking.</p> <p>Can talk about themselves using phrases with the verb get.</p> <p>Can argue their case effectively, presenting arguments for and against a topic.</p> <p>Reading & Writing:</p> <p>Can compose persuasive texts supporting viewpoints with reasons.</p> <p>Can identify pros and cons in a for and against article.</p> <p>Can use a model structure to write a balanced for and against article on a topic of their choice.</p> <p>Listening:</p> <p>Can listen to one side of a conversation and infer what the other person says.</p> <p>Can understand a radio programme featuring interviews with matchmakers.</p> <p>Can interpret signs and messages conveyed using modal verbs.</p>	
10	<p>Going to Extremes</p> <p>Language focus: Relative clauses, present & past participles</p> <p>Vocabulary: Adverb collocations</p> <p>Everyday English: Exclamations</p> <p>Reading: A Fairy Tale of New York</p> <p>Listening: Extreme temperatures</p> <p>Writing: Describing places</p> <hr/> <p>Grammar & Vocabulary:</p> <p>Can use relative clauses and participles for more complex sentence structures.</p> <p>Can use relative pronouns correctly in defining and non-defining relative clauses.</p> <p>Can apply correct punctuation and pronunciation in relative clauses.</p> <p>Can understand and use proverbs that include relative clauses.</p> <p>Can form and use present and past participles (-ing and -ed) effectively.</p> <p>Can use adverb collocations appropriately.</p> <p>Can add comments and use exclamations to enhance spoken and written language.</p> <p>Speaking & Writing:</p> <p>Can describe experiences involving extreme conditions, emphasizing details using adverbs and collocations.</p> <p>Can discuss and give opinions about characters in reading texts.</p> <p>Can participate in role-plays, such as acting out interviews between a journalist and a subject (e.g., Bob Redman).</p> <p>Can discuss and give opinions about issues raised in articles.</p> <p>Can deliver an Oscar speech using dramatic speaking techniques.</p> <p>Can describe places clearly and vividly.</p> <p>Can write descriptive paragraphs about their favourite part of town following a given paragraph plan.</p> <p>Listening: Can follow and respond to extended listening texts on natural phenomena and personal experiences.</p> <p>Can listen to monologues where people tell anecdotes about extreme temperatures and understand the main points.</p> <p>Reading:</p> <p>Can analyse a text about a specific part of a city (e.g., New York), identifying and dividing it into coherent paragraphs.</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>

11	<p>The Good Old Days! Language focus: Expressing habit Vocabulary: Homonyms and homophones Everyday English: Moans and groans Reading: Living in the Past Listening: A teacher to remember Writing: Writing for talking</p> <hr/> <p>Grammar: Can express past habits and states accurately using <i>used to</i> and <i>would</i>. Speech: Can narrate past experiences with fluency, using adjective intensifiers and wordplays like homonyms. Writing: Can produce engaging personal narratives with clear temporal sequencing. Can write about an early memory for discussion. Can use adjective intensifiers effectively. Speaking Can describe present habits using Present Simple, "will," and "is always" + -ing. Can describe past habits using Past Simple, "would," "was always" + -ing, and "used to." Can use "be/get used to" doing something. Can differentiate between homonyms and homophones. Can discuss life as if living in a past era, like Victorian times or the 1950s. Can explore and discuss relationships with parents from childhood to adulthood. Can recall and describe a memorable teacher's appearance, character, and behaviour. Can talk about family life, past and present. Can discuss and give opinions about past times. Can articulate what makes a teacher memorable and share personal recollections. Reading Can read and analyse the structure and content of a talk about a memory. Listening Can understand and interpret four monologues where people remember a teacher and talk about their appearance, character, and behaviour.</p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
12	<p>Over My Dead Body! Language focus: Modal verbs of probability in the past Vocabulary: Metaphors and idioms – the body Everyday English: Stress and intonation Reading: The amazing Vikings Listening: Rhyme and reason Writing: Adding emphasis</p> <hr/> <p>Grammar: Can use modals of past probability appropriately. Speaking: Can use idioms and metaphors related to the body in fluent conversation. Can use modal verbs to express degrees of probability in the past. Can use expressions with modals. Can use and understand metaphors and idioms related to the body. Can talk about pictures of medieval objects, speculating on their use.</p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games

	<p>Can recount personal experiences when something went wrong. Can tell the story of the Vikings in one's own words. Can discuss and read aloud a poem for rhythm and rhyme. Can use stress and intonation effectively. Can add emphasis using sentences starting with "It was..." and "What..."</p> <p>Writing: Can write opinion essays employing idiomatic language to enhance style. Can write using collocations of verb + noun. Can research and write about an influential person, using structures for adding emphasis. Can analyse word order and vocabulary choices for adding emphasis in writing. Can analyse how referencing can add emphasis in writing.</p> <p>Reading Can read part of a conversation and predict the second speaker's words. Can analyse poems, focusing on rhythm and rhyme.</p> <p>Listening Can listen to a conversation and compare interpretations. Can listen to a poem by Lewis Carroll, focusing on rhymes.</p>	
13	<p>Just Suppose... Language focus: Hypothesizing Vocabulary: Word pairs Everyday English: Linking and commenting Reading: Have you ever wondered? Listening: Dream discoveries Writing: Narrative writing (2)</p> <hr/> <p>Grammar: Can form and use conditional sentences for hypothetical situations.</p> <p>Speaking: Can discuss and speculate on future possibilities with appropriate intonation. Can hypothesize using "I wish..." and "If only..." in present, past, and hypothetical situations. Can use expressions like "It's time," "I'd rather," and "Supposing..." for hypothesizing. Can discuss different conditionals: first, second, and third. Can talk about personal wishes and hypothetical life changes. Can discuss puzzles and questions from the provided texts. Can talk about dreams and their significance. Can use linking and commenting adverbs to talk about oneself.</p> <p>Writing: Can construct balanced argumentative essays using conditional structures. Can use word pairs, such as "there and then," "sooner or later." Can use fixed expressions with "if." Can write narratives using linking words and expressions. Can practice narrative writing, focusing on a dream that came true.</p> <p>Reading Can read a true story about a boy traveling alone over a long distance. Can read and discuss five texts addressing puzzling life questions.</p> <p>Listening Can understand a radio programme about important discoveries made from dreams.</p>	<p>Lecture, Question- Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair- Share, Presentation, Games</p>

14	<p>About Time! Language focus: Articles and determiners Vocabulary: Expressions with life and time Everyday English: Making your point Reading: Biological time Listening: Time of Life Writing: Improving style & cohesion</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
	<p>Grammar & Vocabulary: Can control article usage and complex determiners in writing and speaking. Speaking: Can discuss life stages and routines using idiomatic expressions naturally. Can use articles: a/an, the, one, and zero articles appropriately. Can use determiners to express quantity and make true statements about oneself. Can discuss stages of life and share personal insights. Can engage in discussions about the body clock and its impact on life. Can discuss quotations about age and modern life. Can participate in a class debate. Writing: Can produce cohesive and well-structured texts with effective use of linking phrases. Can use expressions with "life" and "time" effectively. Can enhance style and cohesion in writing about a famous female architect. Can use conjunctions to link ideas clearly in a text. Reading Can read and complete a quiz incorporating a range of determiners and articles. Can read an article about how the body clock works throughout the day. Listening Can understand people talking about their stages of life and feelings.</p>	
15	<p>Review of All Units</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
	<p>Exam Preparation with worksheets and study materials</p>	
16	LEVEL COMPLETION EXAMS	

Week/Date		Course Topics/Corresponding Activities in the Book	Corresponding Program Competency
1	9 February 2026	Language Focus (Tense Review and informal language) Pages 10-11 Activities 1, 2, 3, 4 Language Focus – Grammar Reference 1.1-1.2 pp151-152	PY1, PY2, PY3, PY4
	10 February 2026	Practice (Identifying Tenses) Pages 12-13 Activities 1, 2, 3, 4, 5, 6 Spoken English: Page 13 Activities 1, 2 / Writing P-130 Listening and Speaking: Page 13 Activities 1, 2, 3	PY5, PY6, PY7
	11 February 2026	Reading and Speaking: Pages 14-15 Activities 1, 2, 3	PY9, PY10, PY11, PY12
	12 February 2026	Listening and Speaking: Page 16 Activities 1, 2, 3, 4, 5, 6 Vocabulary and Pronunciation (Compound Words Page 17 Activities 1, 2) Page 17 Activities 1, 2, 3, 4, 5, 6	PY6, PY8, PY13, PY14
2	16 February 2026	Language Focus (Present Perfect- Simple and Continuous) Test Your Grammar P.20 Activity 1, 2 Pages 20-21 Activities 1, 2, 3, 4, 5 Language Focus P.21 Activities 1, 2 Grammar Reference 2.1-2.2 pp 152-153	PY1, PY2, PY3, PY4
	17 February 2026	Practice / Discussing Grammar Pages 22-23 Activities 1, 2, 3, 4, 5, 6 Language Focus: Simple and Continuous Page 22 Activities 1, 2, 3 - Grammar Reference 2.1-2.2 pp 152-153	PY5, PY6, PY7
	18 February 2026	Reading and Speaking: Pages 24-25 Activities 1, 2, 3, 4 Vocabulary: Page 25 Activities 5, 6, 7	PY9, PY10, PY11, PY12
	19 February 2026	Listening and Speaking: Page 26 Activities 1, 2, 3, 4, 5, 6, 7 Vocabulary (Make and Do) Page 27 Activities 1, 2, 3, 4, 5, 6	PY6, PY8, PY13, PY14
3	23 February 2026	Language Focus: Narrative Tenses Pages 30-31 Test Your Grammar (Activity at the top) Discussing Grammar: Activities 1, 2, 3, 4 Grammar Reference Sections 3.1-3.2 (pp. 153-154) Writing p.132 Narrative Writing Practice Activities 1, 2	PY1, PY2, PY3, PY4
	24 February 2026	Practice: Pages 32-33 Activities 3, 4, 5, 6 Spoken English: Activities 7, 8	PY5, PY6, PY7
	25 February 2026	Reading and Listening Page 34-35: Activities 1, 2, 3, 4	PY9, PY10, PY11, PY12
	26 February 2026	Vocabulary and Speaking Page 36: Activities 1, 2, 3, 4 Listening and Speaking Page 37: Activities 1, 2, 3, 4	PY6, PY8, PY13, PY14
4	2 March 2026	Language Focus: Questions and Negatives Pages 40-41 Test Your Grammar (Activity at the top)	PY1, PY2, PY3, PY4

		Practice Activities 1, 2, 3, 4 Grammar Reference Sections 4.1 (pp. 154-155)	
	3 March 2026	Pages 42-43 Spoken English Activities 1, 2, 3, 4, 5, 6 Listening activities 1, 2, 3, 4 Speaking activities 1, 2	PY5, PY6, PY7
	4 March 2026	Reading and Speaking: Pages 44, 45, 46 Activities 1, 2, 3, 4 Writing p 135 Spot the Fake: Activities 1, 2, 3 (Page 46 may be left for the next day to cover)	PY9, PY10, PY11, PY12
	5 March 2026	Vocabulary: Page 47 Activities 1, 2, 3, 4, 5, 6	PY6, PY8, PY13, PY14
5	9 March 2026	Language Focus: Future forms Pages 50-51 Test Your Grammar (Activity at the top) Practice Activities 1, 2, 3 Grammar Reference 5.1 (pp. 155-156) Practice Activity 1	PY1, PY2, PY3, PY4
	10 March 2026	Practice Page 52 Activities 2, 3, 4, 5, 6 Listening and Speaking Page 53 Activities 1, 2, 3, 4, 5	PY5, PY6, PY7
	11 March 2026	Reading and Speaking Pages 54-55 Activities 1, 2, 3, 4	PY9, PY10, PY11, PY12
	12 March 2026	Page 56 Activities 1, 2, 3, 4, 5 Writing page 134 Vocabulary Common Verbs <i>take, put</i> Page 57 Activities 1, 2, 3, 4, 5	PY6, PY8, PY13, PY14
	16-22 March 2026	EID AL-FITR WEEK	
6	23 March 2026	Language Focus: Expressions of Quantity Pages 60-61 Test Your Grammar (Activity at the top) Practice Activities 1, 2, 3, 4 Grammar Reference Sections 6.1 (pp. 156-158)	PY1, PY2, PY3, PY4
	24 March 2026	Practice Pages 62-63 Activities 1, 2, 3, 4, 5, 6, 7, 8, 9 Writing p136 Report writing Spoken English (Loads of)	PY5, PY6, PY7
	25 March 2026	Reading and Speaking: Pages 64-65 Activities 1, 2, 3, 4 Vocabulary Activity 5 Speaking: Page 66 Activities 1, 2, 3, 4, 5	PY9, PY10, PY11, PY12
	26 March 2026	Page 66 Vocabulary and Pronunciation (Words with Variable Stress) Activities 1, 2, 3, 4, 5, 6, 7 Listening and Speaking: Page 67 Activities 1, 2, 3, 4, 5	PY6, PY8, PY13, PY14
7	30 March 2026	Photocopiable Materials of the Book	
	31 March 2026	Photocopiable Materials of the Book	
	1 April 2026	Photocopiable Materials of the Book	
	2 April 2026	Photocopiable Materials of the Book	

8	6 April 2026	MID-TERM EXAMS	
	7 April 2026	MID-TERM EXAMS	
	8 April 2026	MID-TERM EXAMS	
	9 April 2026	MID-TERM EXAMS	
	10 April 2026	MID-TERM EXAMS	
9	13 April 2026	Language Focus: Modals and related words Pages 70-71 Test Your Grammar (Activity at the top) Practice Activities 1, 2, 3, Grammar Reference Sections 7.1-7.3 (pp. 158-160) Page 71 Activities 1, 2, 3, 4	PY1, PY2, PY3, PY4
	14 April 2026	Practice Pages 72-73 Activities 5, 6, 7, 8, 9, 10 Page 73 Activities 1, 2, 3, 4	PY5, PY6, PY7
	15 April 2026	Reading and Speaking: Pages 74-75 Activities 1, 2, 3, 4	PY9, PY10, PY11, PY12
	16 April 2026	Page 76-77 Listening and Speaking Activities 1, 2, 3 Writing Page 137 Vocabulary and speaking (common verbs get) Activities 1, 2, 3, 4, 5, 6	PY6, PY8, PY13, PY14
10	20 April 2026	Language Focus: Relative Clauses Pages 80-81 Test Your Grammar (Activity at the top) Activities 1, 2, 3, 4 Grammar Reference 8.1-8.2 p.160-161	PY1, PY2, PY3, PY4
	21 April 2026	Practice Page 82-83 Activities 1-12	PY5, PY6, PY7
	22 April 2026	Reading and Speaking Pages 84-85 Activities 1, 2, 3, 4, 5, 6	PY9, PY10, PY11, PY12
	23 April 2026 *	Listening and Speaking Pages 86-87 Activities 1, 2, 3, 4, 5, 6 Writing Page 138 Vocabulary and Pronunciation Activities 1-8	PY6, PY8, PY13, PY14
11	27 April 2026	Language Focus: Expressing Habits Pages 90-91 Test your Grammar Activities 1, 2, 3, 4 Grammar Reference 9.1 p.161-162 Practice Activity 1, 2	PY1, PY2, PY3, PY4
	28 April 2026	Pages 92-93 Discussing Grammar Activities 3-10 Writing p139	PY5, PY6, PY7
	29 April 2026	Reading and Speaking Pages 94-95 Activities 1, 2, 3, 4, 5	PY9, PY10, PY11, PY12
	30 April 2026	Pages 96-97 Listening and Speaking Activities 1, 2, 3 Vocabulary 1-7	PY6, PY8, PY13, PY14

12	4 May 2026	Language Focus: Modal Verbs of Probability in the Past Page 100-101 Test Your Grammar (Activity at the top) Activities 1, 2, 3, 4, 5, 6, 7 Grammar reference 10.1 p162	PY1, PY2, PY3, PY4
	5 May 2026	Pages 102-103 Activities 8, 9 Discussing Grammar Activities 1-8 Writing p140	PY5, PY6, PY7
	6 May 2026	Reading and Speaking Pages 104-105 Activities 1, 2, 3, 4, 5, 6	PY9, PY10, PY11, PY12
	7 May 2026	Pages 106-107 Listening and Pronunciation Activities 1, 2, 3, 4, 5 Vocabulary Activities 1, 2, 3, 4, 5	PY6, PY8, PY13, PY14
	8 May 2026	QUIZ	
13	11 May 2026	Language Focus: Hypothesizing Pages 110-111 Test Your Grammar (Activity at the Top) Activities 1, 2, 3, 4, 5 Grammar Reference 11.2-11.3 pp162-163 Practice Activity 1	PY1, PY2, PY3, PY4
	12 May 2026	Pages 112-113 Activities 2, 3, 4, 5, 6 Reading and Speaking Activities 1, 2	PY5, PY6, PY7
	13 May 2026	Reading Pages 114-115 Activities 3, 4, 5	PY9, PY10, PY11, PY12
	14 May 2026	Pages 116-117 Listening and Speaking Activities 1, 2, 3, 4, 5, 6 Vocabulary and Pronunciation Activities 1, 2, 3, 4, 5, 6 Writing p141	PY6, PY8, PY13, PY14
14	18 May 2026	Language Focus: Articles and Determiners Pages 120-121 Test Your Grammar (Activity at the Top) Activities 1, 2, 3, 4, 5 Grammar Reference 12.1 p163	PY1, PY2, PY3, PY4
	19 May 2026 *	Pages 122-123 Activities 1-9 Writing p142	PY5, PY6, PY7
	20 May 2026	Reading and Speaking Pages 124-125 Activities 1-7	PY9, PY10, PY11, PY12
	21 May 2026	Pages 126-127 Listening and Speaking Activities 1, 2, 3, 4 Vocabulary and Listening	PY6, PY8, PY13, PY14

		Activities 1, 2, 3, 4, 5, 6	
	25-31 May 2026	EID AL-ADHA WEEK	
15	1 June 2026	Photocopiable Materials of the Book and Exam Preparation	
	2 June 2026	Photocopiable Materials of the Book and Exam Preparation	
	3 June 2026	Photocopiable Materials of the Book and Exam Preparation	
	4 June 2026	Photocopiable Materials of the Book and Exam Preparation	
16	8 June 2026	LEVEL COMPLETION EXAM	
	9 June 2026	LEVEL COMPLETION EXAM	
	10 June 2026	LEVEL COMPLETION EXAM	
	11 June 2026	LEVEL COMPLETION EXAM	
	12 June 2026	LEVEL COMPLETION EXAM	

Textbook/Supplementary Book	
1	Headway Upper-intermediate Students Book 5 th Edition – Oxford University Press Liz & John Soars, Paul Hancock
Course Tools, Equipment, and Materials, Online Platforms	
Headway Online Study Site	

Assessment Method/Evaluation		
Method	Week	Contribution %
Quiz	12 th Week	15%
Writing Portfolio (In the Writing Class)	All Weeks	10%
Presentation (In the Speaking Class)		10%
Online Study/Homework	All Weeks	5%
Mid-term Exam	8 th Week	20%
Level Completion Exam	12 th Week	40%
Sample Questions	<p>1. Which option is correct?</p> <p>A) She has painted three pictures this week. B) She has been paint three pictures this week. C) She is painting three pictures this week. D) She paints three pictures since this week.</p> <p>2. When I got to the party, everyone _____ loudly.</p> <p>A) had laughed B) was laughing C) is laughing D) will laugh</p> <p>3. You _____ wear a helmet when you ride a motorbike; it's the law.</p> <p>A) can B) must</p>	

	<p>C) might D) could</p> <p>4. Which sentence BEST expresses a past habit that is no longer true?</p> <p>A) I use to play football every weekend. B) I'm used to play football every weekend. C) I used to play football every weekend. D) I was playing football every weekend.</p> <p>5. Choose the correct option.</p> <p>A) If I were you, I would apply for that job. B) If I was you, I will apply for that job. C) If I am you, I would apply for that job. D) If I were you, I apply for that job.</p>
Answer Key	1.A 2.B 3. B 4. C 5. A

Recommendations for Students

- Make sure you read, listen to, or watch all your course materials in online learning environments and face-to-face classes, and complete all assignments given to you by your instructor.
- Complete your homework and submit it before the deadlines. These assignments will constitute an essential part of your grades.
- Participate as actively as possible in classes.
- Try to complete all exercises in your student application before and after face-to-face classes.
- Especially at lower levels, learn more phrases or sentences rather than language rules. Put patterns, idioms, and expressions in your mental basket and try to keep them alive. Form this habit and enrich your memorized vocabulary. Rules can only help you if you have a language ready to use. Collaborate with other students in class and help each other learn.

B2 Seviyesi Konuşma Becerileri Dersi Planı

PREPARATORY CLASS B2 LEVEL-SPEAKING CLASS
LEVEL COORDINATOR
Name: Rabia ALKAN COELHO AMADOR MATOSO RIBEIRO
LEVEL DEFINITION
The course aims to develop learners' language skills to a point where they can communicate effectively and naturally in most situations they are likely to encounter in social, academic, and professional contexts.
LEVEL PREREQUISITE
Students starting this course should have completed the B1+ level before attending this level.

Code:	Name: B2 Level	Theory and Application:2	ECTS:
Class/Term/Quarter	Preparatory / 2 nd Term / 3 rd and 4 th Quarter		
Course Level	B2		
Course Type	Mandatory		
Teaching System	Formal Education		
Course Duration	14+2 Weeks		
Instructor	Rabia ALKAN COELHO AMADOR MATOSO RIBEIRO		
Other Instructor/Instructors	All the other Lecturers at the School of Foreign Languages		
Teaching Language	English		
Out-of-Class Application/Internship			
Course Objective			
This course aims to enable students to understand grammatical structures by improving their English grammar and general language usage skills. It aims to develop basic language skills from the B1+ level to the B2 level.			

Learning Outcomes

(The learning outcomes for the relevant level have been determined following the descriptors found in the Common European Framework of Reference for Languages (CEFR), taking into account the needs of the students.)

Students who complete this course will:

RECEPTIVE SKILLS	LISTENING	<p>GOAL: Comprehend extended speech and lectures, following complex argumentation, provided the topic is somewhat familiar.</p>	<ul style="list-style-type: none"> • Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic, or vocational life. • Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard dialect, including technical discussions in their field of specialization. • Can follow extended speech and complex lines of argument, provided the topic is reasonably familiar and the direction of the talk is sign-posted by explicit markers. • Can understand most TV news and current affairs programs, documentaries, interviews, talk shows, and most films in standard dialect. • Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed. • Can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.
	READING	<p>GOAL: Understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in a field of specialization.</p>	<ul style="list-style-type: none"> • Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. • Can have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. • Can quickly scan through long and complex texts, locating relevant details. • Can quickly identify the content and relevance of news items, articles, and reports on a wide range of professional topics, deciding whether closer study is worthwhile. • Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. • Can understand contemporary literary prose and adapted texts.
PRODUCTIVE SKILLS	SPEAKING	<p>GOAL: Interact fluently and spontaneously, producing clear, detailed speech on a wide range of subjects while expressing opinions and explaining viewpoints.</p>	<ul style="list-style-type: none"> • Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. • Can give a clear, detailed description of how to carry out a procedure. • Can explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options. • Can develop an argument systematically with appropriate highlighting of significant points and relevant supporting detail. • Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points, and rounding off with an appropriate conclusion. • Can deliver announcements fluently, almost effortlessly, with stress and intonation to convey finer shades of meaning precisely.

	WRITING	<p>GOAL: Produce clear, detailed texts on various topics, supporting ideas with appropriate explanations and examples, while showing good control of grammar and vocabulary.</p>	<ul style="list-style-type: none"> • Can write clear, detailed texts on a variety of subjects related to their field of interest, synthesizing and evaluating information and arguments from a number of sources. • Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. • Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear, connected text, and following established conventions of the genre concerned. • Can write a review of a film, book, or play, providing justifications for opinions. • Can write clear, detailed descriptions on a variety of subjects related to their field of interest. • Can summarize, report, and give their opinion about accumulated factual information on familiar routine and non-routine matters within their field with some confidence.
INTERACTION	SPEAKING	<p>GOAL: Engage effectively in extended conversations, maintaining interaction with ease, while dealing with unfamiliar topics with a degree of confidence.</p>	<ul style="list-style-type: none"> • Can interact with a degree of fluency and spontaneity that makes regular interaction and sustained relationships with native speakers quite possible without imposing strain on either party. • Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. • Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. • Can convey degrees of emotion and highlight the personal significance of events and experiences. • Can account for and sustain their opinions in discussion by providing relevant explanations, arguments, and comments. • Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.

Course Content		
English Grammar, reading, writing, listening, speaking, and daily language use.		
Detailed Weekly Course Content		
Week	Detailed Content and Topics/Related Learning Outcomes	Teaching Methods and Techniques
1	<p>Home and Away Language focus: The tense system & Informal Language Vocabulary: Compound Words Everyday English: Causal Conversation Reading: Saroo's story Listening: Things I miss from home Writing: Informal Writing</p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share,
	<p>Listening & Speaking: Can understand and participate in informal conversations about lifestyle and personal experiences.</p>	

	<p>Can listen to casual conversations to learn common responses in everyday situations. Can listen to extracts from an interview in order to speculate about/predict the content of the story. Can talk about themselves using informal language.</p> <p>Reading: Can recognize compound words and infer meaning from context in texts related to home and travel.</p> <p>Writing: Can write informal messages or emails about personal topics with an appropriate tone. Can understand symbols used to correct written errors. Can locate and correct errors in an informal email.</p> <p>Grammar & Vocabulary: Can correctly use a range of tenses and informal spoken English. Can identify and compare a range of past, present, and future tenses in both active and passive forms. Can understand colloquial language and how we commonly omit some words in informal spoken and written English.</p>	<p>Presentation, Games</p>
<p>2</p>	<p>The Ends of the Earth Language focus: Present Perfect; Simple and Continuous Vocabulary: Make and Do Everyday English: Talking about places Reading: Our Plastic Planet Listening: Bucket Lists Writing: A formal Email</p> <hr/> <p>Grammar and Vocabulary: Can use the Present Perfect tense (both simple and continuous) and past tense forms accurately in speaking and writing. Can recognize and use phrases, collocations, and phrasal verbs with "make" and "do" correctly. Can use adjectives formed with number + noun (e.g., a four-bedroom house) to describe objects and places. Can use fillers appropriately in conversation to gain time to think. Can add emphasis in spoken and written language for clarity and impact. Can learn and use emotive adjectives to express feelings and attitudes effectively.</p> <p>Listening: Can follow extended descriptions and explanations using Present Perfect and Continuous tenses. Can understand an article by a journalist and adventurer discussing the impact of plastic pollution on beaches and seas. Can follow conversations where four people talk about different places around the world. Can listen to and understand discussions giving opinions about an app. Can listen to and understand discussions giving opinions about environmental issues.</p> <p>Speaking: Can use fillers and discourse markers to maintain fluency. Can accurately use phrasal verbs with <i>make</i> and <i>do</i> in conversation. Can talk confidently about places, describing their features and significance. Can discuss and give opinions about an app in a clear and organized way.</p>	<p>Lecture, Question- Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair- Share, Presentation, Games</p>

	<p>Can discuss environmental issues and express my opinions using appropriate vocabulary and structures.</p> <p>Can talk about activities to put on a bucket list, sharing ideas and experiences.</p> <p>Can use fillers and add emphasis naturally when speaking.</p> <p>Reading & Writing:</p> <p>Can summarize experiences and express opinions about environmental issues in structured paragraphs.</p> <p>Can write a formal email, such as an email of complaint, using appropriate conventions and tone.</p> <p>Can distinguish between informal and formal writing styles and apply formal writing conventions correctly.</p> <p>Can use emotive adjectives effectively in writing to convey feelings and attitudes.</p> <p>Can read and understand journalistic articles about environmental topics and pollution.</p> <p>Can comprehend monologues and narratives about personal achievements and bucket lists.</p> <p>Can read and analyse different types of texts related to places and environmental themes.</p>	
3	<p>The Kindness of Strangers</p> <p>Language focus: Narrative Tenses</p> <p>Vocabulary: Talking about books and films</p> <p>Everyday English: Showing interest and surprise</p> <p>Reading: Book at bedtime</p> <p>Listening: An Interview with a BBC journalist</p> <p>Writing: Narrative Writing(1)</p> <hr/> <p>Listening & Speaking:</p> <p>Can understand and narrate stories using past narrative tenses (Past Simple, Past Continuous, Past Perfect Simple, and Past Perfect Continuous) in both active and passive forms.</p> <p>Can give and respond to news fluently.</p> <p>Can use reply and echo questions to show interest or surprise during conversations.</p> <p>Can listen to excerpts of a short story and comprehend key details.</p> <p>Can follow and understand a long interview with a journalist.</p> <p>Can discuss and speculate about story reviews or narratives.</p> <p>Can participate in discussions about books, films, theatre, and interviews.</p> <p>Reading:</p> <p>Can comprehend articles discussing books and media using topic-specific vocabulary.</p> <p>Can analyse and discuss short stories and related texts.</p> <p>Writing:</p> <p>Can produce well-organized narratives using appropriate adverbial phrases and place adverbs correctly within writing.</p> <p>Can paraphrase stories effectively to demonstrate comprehension.</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
4	<p>A Pack of Lies</p> <p>Language focus: Questions and Negatives</p> <p>Vocabulary: Saying the opposite</p> <p>Everyday English: Being polite</p> <p>Reading: The post-truth age</p> <p>Listening: Guilty Secrets</p> <p>Writing: Linking Ideas</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role</p>

	<p>Grammar: Can form questions and negatives accurately across tenses. Can form questions and negatives accurately across different tenses. Can understand the function and form of negative and short questions. Can make positive statements into negative ones using various structures. Can use negative prefixes such as un-, il-, and dis- to express opposites and extend knowledge of antonyms. Can use "How come...?" questions to ask why in a surprised or puzzled way.</p> <p>Speaking: Can participate politely in conversations, using antonyms and negative prefixes to clarify meaning. Can participate politely in conversations using appropriate expressions. Can use antonyms and negative prefixes to clarify meaning during discussions. Can use polite expressions to ask for help and information, offer help, and request permission. Can ask for more information effectively in conversations. Can discuss topics such as lying, secrets, confessions, and forgiveness.</p> <p>Writing: Can express clear opinions contrasting authenticity and falsity in texts. Can express clear opinions contrasting authenticity and falsity in texts. Can link ideas clearly by using conjunctions with different functions in writing.</p> <p>Listening: Can listen to an investigative journalist’s article addressing fake news issues. Can listen to six short news items and determine if they are true or fake. Can understand short monologues, including one where a man claims various beliefs but is shown to be a hypocrite. Can follow three different monologues by people confessing guilty secrets from their past.</p> <p>Reading: Can read and analyse articles related to authenticity and falsity in texts. Can discuss issues related to how news is gathered and the problem of fake news. Can evaluate news stories and decide if they are real or fake.</p>	Play, Drama, Think-Pair-Share, Presentation, Games
<p>5</p>	<p>A Future Perfect? Language focus: Future forms Vocabulary: Common verbs – take and put Everyday English: Over the Phone Reading: The Boomerang Generation! Listening: The future of the future Writing: Applying for a job</p> <p>Grammar: Can use a full range of future tenses to describe plans, predictions, and ongoing future actions. Can review, identify, and label different future forms. Can explain the differences between various future forms and choose the correct one to use.</p> <p>Speaking & Writing: Can take part in discussions on future events and write formal/semi-formal emails expressing intentions and requests. Can talk about holiday plans clearly and confidently. Can discuss ideas and opinions about life in the future.</p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games

	<p>Can discuss the concept of ‘boomerang’ children (young adults returning to live with their parents). Can conduct and report on a class survey related to relevant topics. Can practise phone skills, including navigating automated phone systems. Can analyse a CV and understand its key components. Can identify and address register issues in a covering letter. Can write both a CV and a covering letter appropriately for applying for a job.</p> <p>Vocabulary: Can use phrasal verbs related to <i>take</i> and <i>put</i> in varied contexts. Can learn and use a range of phrases with the high-frequency verbs take and put. Can identify and use common phrases with the word thing effectively</p> <p>Listening: Can listen to people talking about their future plans and intentions. Can understand a radio programme with four extracts from interviews discussing life in the future.</p> <p>Reading: Can read and understand an article about young adults who leave home and then return to live with their parents.</p>	
<p>6</p>	<p>Making it Big Language focus: Expressions of quantity Vocabulary: Words with variable stress Everyday English: Business expressions & numbers Reading: Scandi successes Listening: Advertisements Writing: Report Writing</p> <hr/> <p>Grammar & Vocabulary: Can use expressions of quantity with countable and uncountable nouns accurately. Can match expressions of quantity to uncountable and countable nouns to talk about amounts accurately. Can discuss the differences between common countable and uncountable nouns. Can recognize and use two-syllable words with different stress patterns depending on whether they are nouns, adjectives, or verbs. Can use informal expressions of quantity appropriately. Can use useful business phrases and handle a wide range of numbers confidently. Can say dates, times, phone numbers, and fractions correctly and clearly.</p> <p>Speaking & Writing: Can conduct surveys, present data, and write clear reports on lifestyle topics. Can conduct a class lifestyle survey and effectively relay the results to others. Can discuss the lives of successful entrepreneurs and speculate about starting a business. Can plan and present a business strategy for opening a restaurant. Can write a five-statement survey for research purposes. Can conduct research and write a well-structured report presenting the findings of the survey.</p> <p>Pronunciation: Can apply correct word stress in common words with variable stress patterns.</p> <p>Listening:</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>

	<p>Can listen to radio advertisements, identify products and selling points, complete related charts, and answer comprehension questions.</p> <p>Reading: Can read and understand an article about a famous businessman and inventor. Can complete jigsaw reading exercises to build overall comprehension from parts.</p>	
7	<p>Let There Be Love! Language focus: Modals and related verbs Vocabulary: Common verbs - get Everyday English: Exaggeration and understatement Reading: From India to Sweden with love Listening: Professional matchmakers! Writing: Arguing your case</p> <hr/> <p>Grammar: Can use modal verbs to express ability, advice, obligation, and make polite requests. Can understand and use modal verbs and related expressions to express ability, possibility, permission, obligation, and advice. Can use common verbs such as get in various phrases to describe personal experiences. Can use echo questions to show interest or clarify information. Can recognize and use exaggeration and understatement appropriately in conversation and writing.</p> <p>Speaking: Can use echo questions effectively and participate in social role-play activities. Can relate and summarize the story of a reading text in their own words. Can participate in discussions about love, marriage, and matchmaking. Can talk about themselves using phrases with the verb get. Can argue their case effectively, presenting arguments for and against a topic.</p> <p>Reading & Writing: Can compose persuasive texts supporting viewpoints with reasons. Can identify pros and cons in a for and against article. Can use a model structure to write a balanced for and against article on a topic of their choice.</p> <p>Listening: Can listen to one side of a conversation and infer what the other person says. Can understand a radio programme featuring interviews with matchmakers. Can interpret signs and messages conveyed using modal verbs.</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
8	MID-TERM EXAMS	
9	<p>Going to Extremes Language focus: Relative clauses, present & past participles Vocabulary: Adverb collocations Everyday English: Exclamations Reading: A Fairy Tale of New York Listening: Extreme temperatures Writing: Describing places</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role</p>

	<p>Grammar & Vocabulary: Can use relative clauses and participles for more complex sentence structures. Can use relative pronouns correctly in defining and non-defining relative clauses. Can apply correct punctuation and pronunciation in relative clauses. Can understand and use proverbs that include relative clauses. Can form and use present and past participles (-ing and -ed) effectively. Can use adverb collocations appropriately. Can add comments and use exclamations to enhance spoken and written language.</p> <p>Speaking & Writing: Can describe experiences involving extreme conditions, emphasizing details using adverbs and collocations. Can discuss and give opinions about characters in reading texts. Can participate in role-plays, such as acting out interviews between a journalist and a subject (e.g., Bob Redman). Can discuss and give opinions about issues raised in articles. Can deliver an Oscar speech using dramatic speaking techniques. Can describe places clearly and vividly. Can write descriptive paragraphs about their favourite part of town following a given paragraph plan.</p> <p>Listening: Can follow and respond to extended listening texts on natural phenomena and personal experiences. Can listen to monologues where people tell anecdotes about extreme temperatures and understand the main points.</p> <p>Reading: Can analyse a text about a specific part of a city (e.g., New York), identifying and dividing it into coherent paragraphs.</p>	Play, Drama, Think-Pair-Share, Presentation, Games
10	<p>The Good Old Days! Language focus: Expressing habit Vocabulary: Homonyms and homophones Everyday English: Moans and groans Reading: Living in the Past Listening: A teacher to remember Writing: Writing for talking</p> <hr/> <p>Grammar: Can express past habits and states accurately using <i>used to</i> and <i>would</i>. Speech: Can narrate past experiences with fluency, using adjective intensifiers and wordplays like homonyms. Writing: Can produce engaging personal narratives with clear temporal sequencing. Can write about an early memory for discussion. Can use adjective intensifiers effectively.</p> <p>Speaking Can describe present habits using Present Simple, "will," and "is always" + -ing. Can describe past habits using Past Simple, "would," "was always" + -ing, and "used to." Can use "be/get used to" doing something. Can differentiate between homonyms and homophones. Can discuss life as if living in a past era, like Victorian times or the 1950s. Can explore and discuss relationships with parents from childhood to adulthood.</p>	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games

	<p>Can recall and describe a memorable teacher's appearance, character, and behaviour. Can talk about family life, past and present. Can discuss and give opinions about past times. Can articulate what makes a teacher memorable and share personal recollections.</p> <p>Reading Can read and analyse the structure and content of a talk about a memory.</p> <p>Listening Can understand and interpret four monologues where people remember a teacher and talk about their appearance, character, and behaviour.</p>	
11	<p>Over My Dead Body! Language focus: Modal verbs of probability in the past Vocabulary: Metaphors and idioms – the body Everyday English: Stress and intonation Reading: The amazing Vikings Listening: Rhyme and reason Writing: Adding emphasis</p> <hr/> <p>Grammar: Can use modals of past probability appropriately. Speaking: Can use idioms and metaphors related to the body in fluent conversation. Can use modal verbs to express degrees of probability in the past. Can use expressions with modals. Can use and understand metaphors and idioms related to the body. Can talk about pictures of medieval objects, speculating on their use. Can recount personal experiences when something went wrong. Can tell the story of the Vikings in one's own words. Can discuss and read aloud a poem for rhythm and rhyme. Can use stress and intonation effectively. Can add emphasis using sentences starting with "It was..." and "What..."</p> <p>Writing: Can write opinion essays employing idiomatic language to enhance style. Can write using collocations of verb + noun. Can research and write about an influential person, using structures for adding emphasis. Can analyse word order and vocabulary choices for adding emphasis in writing. Can analyse how referencing can add emphasis in writing.</p> <p>Reading Can read part of a conversation and predict the second speaker's words. Can analyse poems, focusing on rhythm and rhyme.</p> <p>Listening Can listen to a conversation and compare interpretations. Can listen to a poem by Lewis Carroll, focusing on rhymes.</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
12	<p>Just Suppose... Language focus: Hypothesizing Vocabulary: Word pairs Everyday English: Linking and commenting Reading: Have you ever wondered? Listening: Dream discoveries Writing: Narrative writing (2)</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role</p>

	<p>Grammar: Can form and use conditional sentences for hypothetical situations.</p> <p>Speaking: Can discuss and speculate on future possibilities with appropriate intonation. Can hypothesize using "I wish..." and "If only..." in present, past, and hypothetical situations. Can use expressions like "It's time," "I'd rather," and "Supposing..." for hypothesizing. Can discuss different conditionals: first, second, and third. Can talk about personal wishes and hypothetical life changes. Can discuss puzzles and questions from the provided texts. Can talk about dreams and their significance. Can use linking and commenting adverbs to talk about oneself.</p> <p>Writing: Can construct balanced argumentative essays using conditional structures. Can use word pairs, such as "there and then," "sooner or later." Can use fixed expressions with "if." Can write narratives using linking words and expressions. Can practice narrative writing, focusing on a dream that came true.</p> <p>Reading Can read a true story about a boy traveling alone over a long distance. Can read and discuss five texts addressing puzzling life questions.</p> <p>Listening Can understand a radio programme about important discoveries made from dreams.</p>	<p>Play, Drama, Think-Pair-Share, Presentation, Games</p>
13	<p>About Time! Language focus: Articles and determiners Vocabulary: Expressions with life and time Everyday English: Making your point Reading: Biological time Listening: Time of Life Writing: Improving style & cohesion</p> <hr/> <p>Grammar & Vocabulary: Can control article usage and complex determiners in writing and speaking.</p> <p>Speaking: Can discuss life stages and routines using idiomatic expressions naturally. Can use articles: a/an, the, one, and zero articles appropriately. Can use determiners to express quantity and make true statements about oneself. Can discuss stages of life and share personal insights. Can engage in discussions about the body clock and its impact on life. Can discuss quotations about age and modern life. Can participate in a class debate.</p> <p>Writing: Can produce cohesive and well-structured texts with effective use of linking phrases. Can use expressions with "life" and "time" effectively. Can enhance style and cohesion in writing about a famous female architect. Can use conjunctions to link ideas clearly in a text.</p> <p>Reading</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>

	Can read and complete a quiz incorporating a range of determiners and articles. Can read an article about how the body clock works throughout the day. Listening Can understand people talking about their stages of life and feelings.	
14	Presentations of Students	
15	Presentations of Students	
16	LEVEL COMPLETION EXAMS	

Week/Date		Course Topics/Corresponding Activities in the Book	Corresponding Program Competency
1	9-12 February 2026	Everyday English: Casual Conversations Page 18 Activities 1-6	PY6, PY12, PY13, PY14
2	16-19 February 2026	Everyday English: Talking About Places Page 28 Activities 1-5	PY6, PY12, PY13, PY14
3	23-26 February 2026	Everyday English: Showing Interest and Surprise Page 38 Activities 1-4	PY6, PY12, PY13, PY14
4	2-5 March 2026	Everyday English: Being Polite Page 48 Activities 1-6	PY6, PY12, PY13, PY14
5	9-12 March 2026	Everyday English: Over the Phone Page 58 Activities 1-5	PY6, PY12, PY13, PY14
16-22 March 2026		EID AL-FITR WEEK	
6	23-26 March 2026	Everyday English: Business Expressions and Numbers Page 68 Activities 1-5	PY6, PY12, PY13, PY14
7	30 March – 2 April 2026	Everyday English: Exaggerating and Understatement Page 78 Activities 1-5	PY6, PY12, PY13, PY14
8	6-10 April 2026	MID-TERM EXAMS	
9	13-16 April 2026	Everyday English: Exclamations Page 88 Activities 1-7	PY6, PY12, PY13, PY14
10	20-23 April 2026	Everyday English: Moans and Groans Page 98 Activities 1-5	PY6, PY12, PY13, PY14
11	27-30 April 2026	Everyday English: Stress and Intonation Page 108	PY6, PY12, PY13, PY14

		Activities 1-6	
12	4-7 May 2026	Everyday English: Linking and Commenting Activities 1-3	PY6, PY12, PY13, PY14
13	11-14 May 2026	Everyday English: Making Your Point Page 128 Activities 1-5	PY6, PY12, PY13, PY14
14	18-21 May 2026	STUDENT PRESENTATIONS	PY6, PY12, PY13, PY14
	25-31 May 2026	EID AL-ADHA WEEK	
15	1-4 June 2026	STUDENT PRESENTATIONS	PY6, PY12, PY13, PY14
16	8-12 June 2026	LEVEL COMPLETION EXAM	

Textbook/Supplementary Book	
1	Headway Upper-intermediate Students Book 5 th Edition – Oxford University Press Liz & John Soars, Paul Hancock
Course Tools, Equipment, and Materials, Online Platforms	
Headway Online Study Site	

Assessment Method/Evaluation		
Method	Week	Contribution %
Quiz (Main Course)	12 th Week	15%
Writing Portfolio (Writing Class)	All Weeks	10%
Presentation	14th – 15th Weeks	10%
Online Study/Homework	All Weeks	5%
Mid-term Exam (Main Course)	8 th Week	20%
Level Completion Exam	16 th Week	40%
Sample Presentation Tasks	<p>Task: Prepare a short story or description where you either exaggerate (<i>It was a million degrees!</i>) or understate (<i>It was just a scratch...</i> when it was serious). Present it to the class for a fun discussion.</p> <p>Task: Choose a short text (or dialogue) and practice saying it twice:</p> <ol style="list-style-type: none"> 1. Flat/monotone voice 2. With correct stress and intonation to sound natural. <p>Present to your partner/class and compare the difference.</p>	

Task: Give a short talk (2–3 minutes) about your favourite film, series, or hobby. Use linking phrases (*firstly, in addition, however, on the other hand*) and add comments to keep the listener interested.

Task: Prepare a short persuasive talk (1–2 minutes) about a topic you care about (e.g., "Why reading is important" / "Why sports should be free for students"). Use phrases like *In my opinion, The main point is, To sum up*.

Recommendations for Students

- Make sure you read, listen to, or watch all your course materials in online learning environments and face-to-face classes, and complete all assignments given to you by your instructor.
- Complete your homework and submit it before the deadlines. These assignments will constitute an essential part of your grades.
- Participate as actively as possible in classes.
- Try to complete all exercises in your student application before and after face-to-face classes.
- Especially at lower levels, learn more phrases or sentences rather than language rules. Put patterns, idioms, and expressions in your mental basket and try to keep them alive. Form this habit and enrich your memorized vocabulary. Rules can only help you if you have a language ready to use. Collaborate with other students in class and help each other learn.



TOKAT GAZİOSMANPAŞA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
2ND TERM B2 LEVEL SYLLABUS

PREPARATORY CLASS B2 LEVEL-WRITING CLASS
LEVEL COORDINATOR
Name: Rabia ALKAN COELHO AMADOR MATOSO RIBEIRO
LEVEL DEFINITION
The course aims to develop learners' language skills to a point where they can communicate effectively and naturally in most situations they are likely to encounter in social, academic, and professional contexts.
LEVEL PREREQUISITE
Students starting this course should have completed the B1+ level before attending this level.

Code:	Name: B2 Level	Theory and Application:2	ECTS:
Class/Term/Quarter		Preparatory / 2 nd Term / 3 rd and 4 th Quarter	
Course Level		B2	
Course Type		Mandatory	
Teaching System		Formal Education	
Course Duration		14+2 Weeks	
Instructor		Rabia ALKAN COELHO AMADOR MATOSO RIBEIRO	
Other Instructor/Instructors		All the other Lecturers at the School of Foreign Languages	
Teaching Language		English	
Out-of-Class Application/Internship			
Course Objective			
This course aims to enable students to understand grammatical structures by improving their English grammar and general language usage skills. It aims to develop basic language skills from the B1+ level to the B2 level.			

Learning Outcomes

(The learning outcomes for the relevant level have been determined following the descriptors found in the Common European Framework of Reference for Languages (CEFR), taking into account the needs of the students.)

Students who complete this course will:

RECEPTIVE SKILLS	LISTENING	<p>GOAL: Comprehend extended speech and lectures, following complex argumentation, provided the topic is somewhat familiar.</p>	<ul style="list-style-type: none"> • Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic, or vocational life. • Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard dialect, including technical discussions in their field of specialization. • Can follow extended speech and complex lines of argument, provided the topic is reasonably familiar and the direction of the talk is sign-posted by explicit markers. • Can understand most TV news and current affairs programs, documentaries, interviews, talk shows, and most films in standard dialect. • Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed. • Can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.
	READING	<p>GOAL: Understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in a field of specialization.</p>	<ul style="list-style-type: none"> • Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. • Can have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. • Can quickly scan through long and complex texts, locating relevant details. • Can quickly identify the content and relevance of news items, articles, and reports on a wide range of professional topics, deciding whether closer study is worthwhile. • Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. • Can understand contemporary literary prose and adapted texts.

PRODUCTIVE SKILLS	SPEAKING	<p>GOAL: Interact fluently and spontaneously, producing clear, detailed speech on a wide range of subjects while expressing opinions and explaining viewpoints.</p>	<ul style="list-style-type: none"> • Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. • Can give a clear, detailed description of how to carry out a procedure. • Can explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options. • Can develop an argument systematically with appropriate highlighting of significant points and relevant supporting detail. • Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points, and rounding off with an appropriate conclusion. • Can deliver announcements fluently, almost effortlessly, with stress and intonation to convey finer shades of meaning precisely.
	WRITING	<p>GOAL: Produce clear, detailed texts on various topics, supporting ideas with appropriate explanations and examples, while showing good control of grammar and vocabulary.</p>	<ul style="list-style-type: none"> • Can write clear, detailed texts on a variety of subjects related to their field of interest, synthesizing and evaluating information and arguments from a number of sources. • Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. • Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear, connected text, and following established conventions of the genre concerned. • Can write a review of a film, book, or play, providing justifications for opinions. • Can write clear, detailed descriptions on a variety of subjects related to their field of interest. • Can summarize, report, and give their opinion about accumulated factual information on familiar routine and non-routine matters within their field with some confidence.
INTERACTION	SPEAKING	<p>GOAL: Engage effectively in extended conversations, maintaining interaction with ease, while dealing with unfamiliar topics with a degree of confidence.</p>	<ul style="list-style-type: none"> • Can interact with a degree of fluency and spontaneity that makes regular interaction and sustained relationships with native speakers quite possible without imposing strain on either party. • Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. • Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. • Can convey degrees of emotion and highlight the personal significance of events and experiences. • Can account for and sustain their opinions in discussion by providing relevant explanations, arguments, and comments. • Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.

Course Content

English Grammar, reading, writing, listening, speaking, and daily language use.

Detailed Weekly Course Content		
Weeks	Detailed Content and Topics/Related Learning Outcomes	Teaching Methods and Techniques
1, 2, 3	Chapter 6: Opinion Paragraph	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	<p>Content & Structure</p> <ul style="list-style-type: none"> • Can write a clear topic sentence that introduces their opinion. • Can organize supporting ideas logically (e.g., reasons, examples, explanations). • Can use a concluding sentence to summarize or restate their opinion. <p>Language Use</p> <ul style="list-style-type: none"> • Can use a variety of opinion expressions (e.g., <i>In my opinion, I believe that, I strongly feel</i>). • Can use linking words and connectors (e.g., <i>firstly, in addition, therefore, however</i>) to organize ideas in a coherent way. • Can use appropriate grammar (present tenses, modals, conditionals if relevant) to express an opinion clearly. • Can use a range of vocabulary to express attitudes (e.g., <i>important, necessary, beneficial, harmful</i>). 	
4, 5, 6	Chapter 7: Cause or Effect Paragraph	Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games
	<p>Content & Structure</p> <ul style="list-style-type: none"> • Can write a clear topic sentence that introduces the cause <i>or</i> the effect of a situation. • Can stay focused on only one side of the relationship (causes <i>or</i> effects, not both). • Can organize supporting details logically (e.g., first reason → second reason → example). • Can write a concluding sentence that summarizes the main point. <p>Language Use</p> <ul style="list-style-type: none"> • Can use a range of expressions for cause (<i>because, since, due to, the reason for</i>) or effect (<i>therefore, as a result, lead to, result in, consequently</i>). • Can use a variety of sentence structures to explain the chosen aspect (e.g., <i>Because people sleep late, they are often tired in class / Sleeping late often leads to tiredness in class</i>). • Can avoid repetition by using synonyms (<i>effect, consequence, impact, outcome</i>). • Can use hedging language where appropriate (<i>may lead to, can result in</i>). 	
7, 9.10	Chapter 8: Advantage or Disadvantage Paragraph	Lecture, Question-Answer, Individual

	<p>Content & Structure</p> <ul style="list-style-type: none"> • Can write a clear topic sentence that introduces either an advantage <i>or</i> a disadvantage of a topic. • Can stay focused on only advantages OR disadvantages, without mixing both in the same paragraph. • Can include at least two supporting points with relevant explanations/examples. • Can write a concluding sentence that reinforces the main idea. <p>Language Use</p> <ul style="list-style-type: none"> • Can use a variety of expressions for advantages (<i>one benefit is, a positive aspect of, an advantage of</i>) or disadvantages (<i>one drawback is, a negative aspect of, a disadvantage of</i>). • Can link ideas logically with connectors (e.g., <i>firstly, moreover, in addition, for example, on the other hand</i>). • Can use comparative or superlative forms when needed (e.g., <i>cheaper, better, more convenient, less effective</i>). • Can use appropriate academic tone (avoiding overly casual expressions). 	<p>Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
<p>11, 12, 13</p>	<p>Chapter 9: Compare or Contrast Paragraph</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share, Presentation, Games</p>
	<p>Content & Structure</p> <ul style="list-style-type: none"> • Can write a clear topic sentence that introduces the comparison (similarities) or contrast (differences). • Can stay focused on only comparing OR only contrasting, without mixing both. • Can provide at least two supporting points with explanations and examples. • Can include a concluding sentence that summarizes the main comparison or difference. <p>Language Use</p> <ul style="list-style-type: none"> • Can use a range of comparison expressions (e.g., <i>similarly, likewise, both, in the same way</i>) when comparing. • Can use a range of contrast expressions (e.g., <i>on the other hand, in contrast, unlike, whereas, however</i>) when contrasting. • Can use comparative and superlative forms where needed (<i>bigger, more expensive, the best</i>). • Can employ clear sentence structures: <ul style="list-style-type: none"> • Compare = <i>X is similar to Y because..., Both X and Y...</i> • Contrast = <i>X is different from Y because..., Unlike X, Y...</i> 	
<p>14, 15</p>	<p>Chapter 10: Academic Essay Structure</p>	<p>Lecture, Question-Answer, Individual Work, Group Work, Pair Work, Role Play, Drama, Think-Pair-Share,</p>
	<p>Introduction</p> <ul style="list-style-type: none"> • Can write an introduction paragraph that grabs the reader’s attention. • Can include background information or context about the topic. 	

	<ul style="list-style-type: none"> • Can write a clear thesis statement that outlines the main point of the essay. • Can signal the essay’s direction (e.g., <i>This essay will discuss...</i>). <p>Body Paragraphs</p> <ul style="list-style-type: none"> • Can write clear topic sentences to introduce each paragraph’s main idea. • Can give at least two to three supporting points per paragraph (examples, reasons, evidence, data, or quotations). • Can use cohesive devices and linking words (e.g., <i>firstly, moreover, in addition, however, therefore</i>). • Can develop paragraphs around one clear controlling idea, avoiding mixing too many arguments. • Can use academic style (avoiding contractions, slang, overly casual expressions). <p>Conclusion</p> <ul style="list-style-type: none"> • Can write a brief summary of the main ideas covered in the essay. • Can restate the thesis in different words. • Can give a final thought, suggestion, or implication (without adding new arguments). <p>Overall Structure & Cohesion</p> <ul style="list-style-type: none"> • Can organize essays into three main parts: introduction, body paragraphs, and conclusion. • Can keep logical order and coherence throughout the essay. • Can use a range of transition signals to connect ideas between sentences and paragraphs. • Can maintain consistent point of view, register, and tone (academic style). 	Presentation, Games
16	LEVEL COMPLETION EXAMS	

Week/Date		Course Topics/Corresponding Activities in the Book	Corresponding Program Competency
1	9-12 February 2026	Chapter 6: Opinion Paragraph Pages:72-78 Exercises: 1-3	PY15, PY16, PY17, PY18
2	16-19 February 2026	Chapter 6: Opinion Paragraph Pages:78-84 Exercises: 4-10	PY15, PY16, PY17, PY18
3	23-26 February 2026	Chapter 6: Opinion Paragraph Pages: 85-86 Exercises: 11	PY15, PY16, PY17, PY18
4	2-5 March 2026	Chapter 7: Cause or Effect Paragraph Pages: 87-91 Exercises: 1-4	PY15, PY16, PY17, PY18
5	9-12 March 2026	Chapter 7: Cause or Effect Paragraph Pages: 91-97 Exercises: 5-10	PY15, PY16, PY17, PY18

	16-22 March 2026	EID AL-FITR WEEK	
6	23-26 March 2026	Chapter 7: Cause or Effect Paragraph Pages: 98 Exercises: 11	PY15, PY16, PY17, PY18
7	30 March – 2 April 2026	Chapter 8: Advantage or Disadvantage Paragraph Pages: 99-103 Exercises: 1-4	PY15, PY16, PY17, PY18
8	6-10 April 2026	MID-TERM EXAMS	
9	13-16 April 2026	Chapter 8: Advantage or Disadvantage Paragraph Pages: 104-107 Exercises: 5-11	PY15, PY16, PY17, PY18
10	20-23 April 2026	Chapter 8: Advantage or Disadvantage Paragraph Pages: 108 Exercises: 12	PY15, PY16, PY17, PY18
11	27-30 April 2026	Chapter 9: Compare or Contrast Paragraph Pages: 109-115 Exercises: 1-4	PY15, PY16, PY17, PY18
12	4-7 May 2026	Chapter 9: Compare or Contrast Paragraph Pages: 116-122 Exercises: 5-12	PY15, PY16, PY17, PY18
13	11-14 May 2026	Chapter 9: Compare or Contrast Paragraph Pages: 122-123 Exercises: 13	PY15, PY16, PY17, PY18
14	18-21 May 2026	Chapter 10: Academic Essay Structure Pages: 124-132 Exercises: 1-4	PY15, PY16, PY17, PY18
	25-31 May 2026	EID AL-ADHA WEEK	
15	1-4 June 2026	Chapter 10: Academic Essay Structure Pages: 133-135 Exercises: 5-6	PY15, PY16, PY17, PY18
16	8-12 June 2026	LEVEL COMPLETION EXAM	

Textbook/Supplementary Book	
1	Writer 2 4 th Edition with online component – Blackswan Publishing House Çiğdem Kayıhan Aslan
Course Tools, Equipment, and Materials, Online Platforms	
Writer 2 Online	

Assessment Method/Evaluation		
Method	Week	Contribution %
Quiz (Main Course)	12 th Week	15%
Writing Portfolio (Writing Class)	All Weeks	10%
Presentation	14 th – 15 th Weeks	10%
Online Study/Homework	All Weeks	5%
Mid-term Exam (Main Course)	8 th Week	20%
Level Completion Exam	16 th Week	40%

<p>Sample Writing Tasks</p>	<p>1. Opinion Essay Task: Write a 4-paragraph essay (Introduction, 2 Body Paragraphs, Conclusion) giving your opinion on the following: ☞ <i>“Do you think social media has a positive or negative effect on young people’s communication skills?”</i></p> <ul style="list-style-type: none"> • Introduction: introduce the topic and give your thesis (your opinion). • Body Paragraph 1: first reason for your opinion (with examples). • Body Paragraph 2: second reason for your opinion (with examples). • Conclusion: summarize and restate your opinion. <p>2. Cause OR Effect Essay Task: Write an essay explaining either the causes or the effects of this situation: ☞ <i>“Many young people today choose to study or work abroad.”</i></p> <ul style="list-style-type: none"> • If writing about causes → Why does this happen? • If writing about effects → What are the effects on students and their countries? • Use at least two points with supporting examples.
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<p>Recommendations for Students</p> <ul style="list-style-type: none"> • Make sure you read, listen to, or watch all your course materials in online learning environments and face-to-face classes, and complete all assignments given to you by your instructor. • Complete your homework and submit it before the deadlines. These assignments will constitute an essential part of your grades. • Participate as actively as possible in classes. • Try to complete all exercises in your student application before and after face-to-face classes. • Especially at lower levels, learn more phrases or sentences rather than language rules. Put patterns, idioms, and expressions in your mental basket and try to keep them alive. Form this habit and enrich your memorized vocabulary. Rules can only help you if you have a language ready to use. Collaborate with other students in class and help each other learn.
