

# MUĞLA SITKI KOÇMAN UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

## HANDBOOK FOR STUDENTS



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## **1. FOREWORD**

### **ABOUT US**

After the foundation of Muğla University on 03.07.1992 with the Law No.3837, School of Foreign Languages started language teaching process with 1127 students and the instructors transferred from Dokuz Eylül University according to Law No. 2547 reporting to rectorate.

Since 1993-1994 academic year, Muğla University has grown rapidly with its new faculties, schools and vocational schools.

Since 1994-1995 academic year, foreign language courses have been given in faculties, institutes and schools together with English Prep Programme. Prep programme within the Department of Foreign Languages has been carried out in two categories which are compulsory and optional. The Department of Foreign languages carried on its teaching activities for ten years.

School of Foreign Languages was founded on 01.04.2005 with the decision of Council of Ministers "Council Decision Number 2005/8715" gazetted on 29th April 2005 and with the assignment of a manager its new teaching process was started.

The Council of Ministers decided to change its name into " Sıtkı Koçman School of Foreign Languages" with the official letter of Ministry of Education numbered 4025- dated 22/2/2006 and according to additional 30th article of Law No 2809 and was announced in official gazette numbered 26109 on 15th March 2006.

The Council of Ministers decided to change its name into " School of Foreign Languages" with the official letter of Ministry of Education numbered 485665- dated 15th January 2015 and according to additional 30 th article of Law No 2809 and was announced in official gazette numbered 29261 on 8th February 2015.

## 2. MESSAGE FROM THE RECTOR



Dear Students,

Muğla Sıtkı Koçman University, which adapts the basic cultural values of our society as a principle in a geography that has hosted ancient civilizations with its history, culture and natural beauties, has taken important steps towards becoming one of the few universities of our country with a high quality, innovative, dynamic, social and aesthetically sensitive educational concept since its foundation.

Muğla Sıtkı Koçman University, which successfully implements the Bologna process, which aims to create a European Higher Education Area in all its programs and where the achievements of its graduates have national and international validity, is audited by national and international accreditation institutions and the quality of our academic units is assured. In this context, our university, which offers you an excellent educational opportunity, is equipped to offer the privilege of being a university student with its faculty and student mobility programs and its social and cultural infrastructure.

With its academic approach, innovative project studies and scientific activities that meet the needs of the age, Muğla Sıtkı Koçman University offers opportunities to enable our researchers and students to look to the future with confidence, as it was in the past.

Muğla Sıtkı Koçman University is located in all districts of the unique city of Muğla which hosts the history with its ancient cities and 'Caretta caretta' with its unique nature, which has inspired countless poets and writers throughout its history, and where you can learn its cultural texture by experiencing it. At Muğla Sıtkı Koçman University, where "Information Integrates with Love", you will make your dreams come true with its expert academic staff and experienced administrative staff.

We greet you with love and look forward to seeing you in our university.

Prof.Dr. Hüseyin ÇİÇEK

Rector of Muğla Sıtkı Koçman University

### 3. MESSAGE FROM THE DIRECTOR OF SFL



Dear Students,

Welcome to Muğla Sıtkı Koçman University School of Foreign Languages (SFL) family...

The goal of Muğla Sıtkı Koçman University SFL is teaching the foreign language at a level in line with the requirements of the era following the developing technology and teaching methods. While proceeding with this purpose in mind, your ambition to study and eagerness to learn will play significant roles. Parallel with these, as the instructors of our school, we will be ready and open to give all kinds of support.

We believe this handbook will help you for various issues. It has been prepared as a resource you can refer to during the year. In this handbook, you can get the information that you are seeking for about our goals and expectations, courses to take, principles to be applied for the exams, student life at the campus and the facilities at your service.

I wish you success for the year you will spend at the Muğla Sıtkı Koçman University SFL and, for all walks of your education life.

Prof. Dr. Eda ÜSTÜNEL

Director of the School of Foreign Languages

#### 4. MUĞLA SITKI KOÇMAN UNIVERSITY

##### 4.1 ACADEMIC UNITS

<b>FACULTIES</b> Faculty of Sport Sciences Faculty of Letters And Humanities Faculty of Education Faculty of Health Sciences Faculty of Science Bodrum Faculty of Fine Arts Faculty of Economics And Administrative Sciences Faculty of Architecture Faculty of Engineering Faculty of Fisheries Faculty of Technical Education Faculty of Technology Faculty of Medicine Faculty of Tourism Milas Faculty of Veterinary Science Fethiye Faculty of Agriculture Fethiye Faculty of Management	<b>GRADUATE SCHOOLS</b> Graduate School of Educational Sciences Graduate School of Natural And Applied Sciences Graduate School of Social Sciences Graduate School of Medical Sciences	<b>VOCATIONAL SCHOOLS</b> Bodrum Maritime Vocational School Dalaman Vocational School Datça Kazım Yılmaz Vocational School Fethiye Ali Sitki Mefharet Koçman Vocational School Marmaris Tourism Vocational School Köyceğiz Vocational School Milas Vocational School Muğla Vocational School Ortaca Vocational School Vocational School Of Health Services Ula Ali Koçman Vocational School Yatağan Vocational School Fethiye Vocational School Of Health Services
	<b>SCHOOLS</b> Fethiye School of Health School of Foreign Languages Dalaman School of Civil Aviation Seydikemir School of Applied Science	<b>RECTORATE AFFILIATED UNITS</b> Department of Atatürk's Principles and History of the Turkish Republic Department of Physical Education and Sports Department of Informatics Department of Fine Arts Department of Turkish Language Department of Foreign Language International Relations Office ÖYP (Teaching Staff Training Program) Office

##### 4.2 HISTORY

Muğla Sıtkı Koçman University was established in 1992 as a state university with four proposed faculties: the Faculty of Arts & Sciences and Humanities, the Faculty of Economics and Administrative Sciences, the Faculty of Technical Education and the Faculty of Fisheries. Muğla School of Management, founded in 1975, originally affiliated with the Ankara Academy of Economics and Administrative Sciences, was the first higher education institution in Muğla. It then became the first faculty of Muğla Sıtkı Koçman University upon its establishment. In addition, Muğla Vocational School, founded in 1989 as part of Izmir Dokuz Eylül University, joined Muğla University.

When first founded, the aim of the university was to support contemporary instruction and research in various areas of the social, natural, and pedagogical sciences, as well as the arts and humanities, in conjunction with vocational training. At that time, Muğla Sıtkı Koçman University had only 1,128 students in one department and three programmes. Over the past 20 years, the university has grown to include nine faculties, three graduate schools, four schools, nine vocational schools, and thirteen research and application centres:

1993: Muğla Sıtkı Koçman University officially begins academic activities with two active faculties and one vocational school.

1994: Ula Vocational School and Ortaca Vocational School open their doors

1995: Milas Vocational School and the School of Physical Education and Sports join the university

1997: Muğla School of Health and the Faculty of Technical Education welcome their first students

1998: Fethiye Vocational School begins academic activities

1999: Dalaman Vocational School was founded

2001: The Faculty of Education and School of Tourism and Hotel Management begin academic activities

2002: Fethiye School of Health opens

2004: The Faculty of Fine Arts, the Faculty of Fisheries, and Yatağan Vocational School open.

2006: The Faculty of Engineering and Datça Vocational School open and welcome their first students

2007: The Faculty of Medicine joins the university

2010: The Faculty of Arts & Sciences and Humanities divides into two faculties: the Faculty of Science and the Faculty of Letters and Humanities.

Since its establishment, Muğla Sıtkı Koçman University has been in pursuit of quality higher education and research in order to contribute to the sociocultural, scientific, and technological development of Turkey. Developing a systematic and comprehensive education programme for the thorough dissemination, discovery, and application of knowledge requires a competent infrastructure. As such, Muğla Sıtkı Koçman University embarked on a fast advancement and investment project in 1994. The benefactor of the university, Sıtkı Koçman, whose financial contributions to education deserve great admiration, has also supported this push for growth.

Today, Muğla Sıtkı Koçman University encompasses a two million square metre campus surrounded by a spectacular mountain view and smaller university sites and schools across the province. Currently, the university services over 32,000 students and employs over 1,300 full time academic staff.

### **4.3 MISSION**

Mugla Sıtkı Koçman University aspires to become a World Class University serving the humanity by higher education and research with its uncompromised pursuit of international standards and to become a pioneer in creating value for the society through its services.

### **4.4 VISION**

Mugla Sıtkı Kocman University fosters outstanding graduates employable nationally and internationally through comprehensive higher education and learning provided by the leadership of its academic staff and scientists constantly contributing to the universal knowledge production and social prosperity with innovative research.

## **5. SCHOOL OF FOREIGN LANGUAGES**

Muğla Sıtkı Koçman University provides preparatory English education for students enrolled in the Faculties of Engineering (Computer Engineering, Electrical And Electronics Engineering, Civil Engineering, Geological Engineering, Mining Engineering, Metallurgical and Materials Engineering) Faculty of Medicine (Medicine), Faculty of Architecture (City and Regional Planning), Faculty of Letters and Humanities (English Language Teaching, and English Language and Literature, Translation and Interpreting) Faculty Of Tourism (Tourism Management) Faculty of Economics and Administrative Sciences (Economics), Faculty of Economics and Administrative Sciences (Political Science and International Relations, International Trade And Finance) and Ortaca Vocational School (Tour Guiding).

### **OUR MISSION**

Our mission is to achieve quality in foreign language teaching in accordance with the foreign language policy defined by our university and to enable the students to gain the strategies for improving their language skills, becoming an independent learner and expressing themselves in professional, academic and communication contexts.

### **5.2 OUR VISION**

Our vision is to become one of the leading schools of foreign languages in our country by reaching total quality in foreign language teaching with the competent academic and administrative staff, latest technical equipment and appropriate physical structure adopting Common European Framework of Reference for Languages developed by Council of Europe.

### **5.3 STUDENT SERVICES**

#### **5.3.1 OBS (STUDENT INFORMATION SERVICE)**

Student Information Service is a web-based platform which helps SFL and students track and manage their data. Students can have access to OBS (SIS) by clicking the link below and using their university email addresses.

<https://obs.mu.edu.tr/>



### **5.3.2 DYS (LEARNING MANAGEMENT SYSTEM)**

DYS (LMS) is the platform for digital learning and students use this for online education. By clicking the following link you can have access to DYS (LMS)

[https://dys.mu.edu.tr/login/index\\_auth.php](https://dys.mu.edu.tr/login/index_auth.php)

## **5.4 SFL ENGLISH PREPARATORY PROGRAMME**

### **5.4.1 MEDIUM OF INSTRUCTION IN FACULTIES AND DEPARTMENTS**

At Muğla Sıtkı Koçman University the medium of instruction is 100 % English for the following faculties and departments: Faculty of Engineering (Computer Engineering, Electrical and Electronics Engineering, Civil Engineering, Geological Engineering, Mining Engineering, Metallurgical and Materials Engineering) Faculty of Medicine (Medicine), Faculty of Architecture (City and Regional Planning), Faculty of Letters and Humanities (English Language Teaching, and English Language and Literature, Translation and Interpreting) Faculty of Tourism (Tourism Management) Faculty of Economics and Administrative Sciences (Economics) . The medium of instruction is 30 % English for the following faculties and departments: Faculty of Economics and Administrative Sciences (Political Science and International Relations, International Trade and Finance) and Ortaca Vocational School (Tour Guiding).

### **5.4.2 UNITS**

#### **5.4.2.1 TESTING UNIT AND SFL ASSESSMENT POLICY**

Testing office at SFL is responsible for the preparation and conduct of all exams and quizzes.

##### **5.4.2.1.1 PLACEMENT EXAM**

Students are placed in the following levels according to the results of the Placement Exam. The ones who get 70 and over take the Proficiency exam. Here are the levels:

ELEMENTARY (A2)

INTERMEDIATE (B1+)

The placement exam is a multiple-choice cloze test.

##### **5.4.2.1.2 PROFICIENCY EXAM**

Students who get 70 and over from the Placement Exam and students who fail in the previous year take this exam. In order to pass this exam students have to get the following grades.

1. Students of English Language Teaching, and English Language and Literature, Translation and Interpreting have to get 70 and over to pass and get enrolled at their faculties.
2. Students of Medicine, engineering, tourism management and city and regional planning have to get 65 and over to pass and get enrolled at their faculties.

3. Students of Economics with 100 percent medium English have to get 60 and over to pass and get enrolled at their faculties.

4. Students of Political Science and International Relations, International Trade and Finance and students of Tour Guiding with 30 percent medium English have to get 55 and over to pass and get enrolled at their faculties.

Proficiency exam is composed of two parts: written and oral. It is conducted in 2 days. The proficiency exam assesses and evaluates use of English (grammar and vocabulary), reading, listening, writing and speaking skills. Speaking part is conducted on the second day of the exam. The link below has sample proficiency exams.

<http://www.ydyo.mu.edu.tr/tr/sinav-icerikornek-85>

Students who have taken a national or an international exam and got a sufficient score can check the link below to see whether they can submit one of the following certificates proving their level of proficiency.

<https://dokuman.osym.gov.tr/pdfdokuman/2016/GENEL/EsdegerlikTablosu25022016.pdf>

#### 5.4.2.1.3 YEAR-ROUND EXAMS. PERCENTAGES AND GRADING

SFL English Preparatory programme has 4 different kinds of exams,

1. Quiz
2. Writing quiz
3. Achievement exam
4. Speaking exam

NAME OF EXAM	NUMBER OF THE EXAM	PERCENTAGE	CONTENT	OTHER DETAILS
QUIZ	3+3= 6	6X4= 24%	These exams assess use of English + skills ( reading and listening)	Given on Tuesdays
WRITING QUIZ	2+2= 4	4X4= 16%	These exams assess writing skills.	Given on Tuesdays
ACHIEVEMENT EXAM	3	3X8= 24%	These exams assess Use of English (grammar and Vocabulary) and listening and reading skills. In achievement exam 3 there is also a writing part.	Given on Saturdays.
SPEAKING EXAM	1	1X8= 8%	This exam assesses speaking skills.	Given on Saturdays

Sample exams are available at Appendix 1. You can also find sample answer sheet and writing and speaking criteria at appendix.

In case of any technological problems, speaking exam will turn into an achievement exam in this academic year.

#### 5.4.2.1.4 EXAM DATES

Below are the exam dates:

<b>2020-2021 SFL EXAM CALENDAR</b>		
<b>Name of the exam</b>	<b>date</b>	<b>percentage</b>
QUIZ 1	03.11.2020 TUESDAY	4%
WRITING QUIZ 1	17.11.2020 TUESDAY	4%
QUIZ 2	01.12.2020 TUESDAY	4%
ACHIEVEMENT EXAM 1	12.12.2020 SATURDAY	8%
WRITING QUIZ 2	22.12.2020 TUESDAY	4%
QUIZ 3	05.01.2021 TUESDAY	4%
ACHIEVEMENT EXAM 2	23.01.2021 SATURDAY	8%
WRITING QUIZ 3	09.03.2021 TUESDAY	4%
QUIZ 4	23.03.2021 TUESDAY	4%
SPEAKING EXAM	10.04.2021 SATURDAY	8%
WRITING QUIZ 4	20.04.2021 TUESDAY	4%
QUIZ 5	04.05.2021 TUESDAY	4%
ACHIEVEMENT EXAM 3	22.05.2021 SATURDAY	8%
QUIZ 6	08.06.2021 TUESDAY	4%
PROFICIENCY (FINAL) EXAM	15-16-17.06.2021	

#### 5.4.2.1.5 OTHER ASSESSMENT AND EVALUATION

Apart from the quizzes and exams there is also alternative assessment and evaluation at SFL as below.

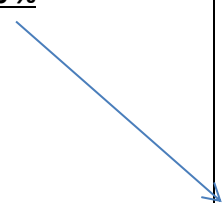
<b>Other assessment types</b>	<b>percentage</b>	<b>details</b>
SAC (self-access centre)	<b>10 %</b>	Students have to do all the exercises uploaded on LMS and they are graded.
Student's performance evaluation	main course <b>4%+4%=8 %</b>  speaking <b>2% (first term)</b>	Students are graded according to their performance in class / outside class. They are graded four times in a year. They are graded according to this criteria : They bring all the books and materials to class regularly. They do homework regularly They accomplish all the tasks. They participate in class. They do not misbehave They obey the class/ school rules.
Project work (second term)	<b>8% (second term)</b>	Students are supposed to present a project work in speaking classes.

#### 5.4.2.1.6 THE EVALUATION OF OVERALL GRADE: PASS/FAIL

The following table is the pre-requisite for the students to pass prep school considering their departments: students must get at least 50 from the proficiency exam and the average of the whole year assessments (40%) and the proficiency exam (60 %) will be taken.

DEPARTMENT	PASS GRADE
English Language Teaching, and English Language and Literature, Translation and Interpreting	<b>70</b>
Medicine, engineering, tourism management and city and regional planning	<b>65</b>
Economics	<b>60</b>
Political Science and International Relations, International Trade And Finance and Tour Guiding	<b>55</b>
Students of Optional English	<b>60</b>

#### OVERVIEW OF ASSESSMENT

ASSESSMENT	PERCENTAGE	PROFICIENCY EXAM GRADE	PASS
QUIZ	24%	<b>60 %</b> 	<b>AT LEAST 50 FROM THE PROFICIENCY EXAM</b>  <u>70</u> <u>65</u> <u>60</u> <u>55</u>
WRITING QUIZ	16%		
ACHIEVEMENT EXAM	24%		
SPEAKING EXAM	8%		
STUDENT'S PERFORMANCE EVALUATION	8%		
SPEAKING PERFORMANCE	2 % ( FIRST TERM)		
PROJECT	8% ( SECOND TERM)		
SELF-ACCESS CENTRE	10%		
<b>AVERAGE OF</b>	<b>40 % +</b>		

#### 5.4.2.1.7 GENERAL INFORMATION ABOUT EXAMS

1. Students are required to have their student ID cards and identity documents (citizenship card, driving license, or passport) with them during exams.
2. Students are required to switch their mobile phones off before exams begin. They are also required to submit their mobile phones to the responsible proctor during exams
3. Students are not allowed to enter the examination room later than 20 minutes after the start of the examination.

**REMINDER: BECAUSE OF PANDEMIC STUDENTS HAVE ONLINE CLASSES. BELOW ARE THE THINGS THAT SHOULD BE TAKEN INTO CONSIDERATION FOR ONLINE CLASSES.**

1. During the exams other websites and applications are not allowed.
2. The attempt/acts of cheating, assisting cheating, cheating on a threat are illegal are considered as having committed a crime.
3. Make sure you have a stable internet connection.

### 5.4.2.2 CURRICULUM UNIT

SFL curriculum office is responsible for the preparation of syllabus and pacing.

#### 5.4.2.2.1 COURSE RESOURCES

ELEMENTARY LEVEL		INTERMEDIATE LEVEL	
CAMBRIDGE EMPOWER A2	ENGLISH	CAMBRIDGE EMPOWER B1+	ENGLISH
CAMBRIDGE EMPOWER B1	ENGLISH	CAMBRIDGE EMPOWER B2	ENGLISH
CAMBRIDGE EMPOWER B1+	ENGLISH		
CAMBRIDGE EMPOWER B2	ENGLISH		

#### 5.4.2.2.2 COURSE HOURS

Weekly hours for each group are tabled as follows.

LEVEL	MAIN COURSE	SPEAKING	TOTAL
GROUP A: ELEMENTARY (A2)	22	2	24
GROUP B: INTERMEDIATE (B1+)	16	2	18

Attendance to courses is 85 % compulsory at SFL Preparatory Class. Students who exceed the absenteeism limit cannot take the course and cannot take the proficiency exam in June. Students can track their absenteeism limits at OBS.

5.4.2.2.3 WEEKLY SCHEDULE

<b>DAYTIME</b>	<b>EVENING</b>
<b>HOURS</b>	<b>HOURS</b>
<b>MORNING</b>	17:30 – 18:00
08:30 – 09:00	18:10 – 18:40
09:10 – 09:40	18:50 – 19:20
09:50 – 10:20	19:30 – 20:00
10:30 – 11:00	20:10 – 20:40
11:10 – 11:40	20:50 – 21.20
11:50 – 12:20	21:30 – 22:00
<b>AFTERNOON</b>	22:10 – 22.40
13:30 – 14:00	22:50 – 23:20
14:10 – 14:40	22:50 – 23:20
14:50 – 15:20	22:50 – 23:20
15:30 – 16:00	
16:10 – 16:40	
16:50 – 17:20	

Each class might have a different schedule within the hours given in the table above.

#### 5.4.2.2.4 ACADEMIC CALENDAR

T.C.

**MUGLA SITKI KOCMAN UNIVERSITY  
THE SCHOOL OF FOREIGN LANGUAGES PREPARATORY SCHOOL PROGRAM  
2020-2021 ACADEMIC YEAR CALENDAR**

**APPLICATION TO THE SCHOOL OF FOREIGN LANGUAGES'  
PROGRAM AND ENROLMENT AT THE PREP SCHOOL**

Application for voluntary and obligatory language program at MSKU School of Foreign Languages	21-25 September 2020
Application for the Proficiency Exam for former students of voluntary and compulsory language program at the school	21-25 September 2020
Application for Exemption Exam for Common Compulsory Course for current students (English-German-French-Russian-Latin)	28 September-02 October 2020
Placement Exam for Foreign Language Program at Prep School (English-German)	28 September 2020 (morning)
Placement Exam for Foreign Language Program at Prep School (Turkish)	28 September 2020 (afternoon)
Proficiency Exam for Compulsory English Language Program for students of English-Medium Faculties (English-German) (undergraduates-postgraduates)	30 September-01 October 2020
B1 Proficiency Exam for Voluntary English Language Program	29 September 2020
Announcement of the results of B1 Proficiency Exam for Voluntary English Language Program and enrolment at the program for primary candidate students	30 September 2020
MUDS Turkish Exam for foreign students	01-02 October 2020
Enrolment in the B1 Voluntary Language Program at Prep School for substitute candidate students	01 October 2020
Exemption Exam for Common Compulsory English Course (English-German-French-Russian-Latin)	09 October 2020
<b>Start of Classes for Fall Term</b>	12 October 2020
15-week Language Program at Prep School	12 October 2020-22 January 2021
<b>End of Classes for Fall Term</b>	22 January 2021
First Break (4 weeks)	25 January-19 February 2021
Application for Proficiency Exam for former students of Compulsory Language Program of Prep school and post-graduates (English-German)	08-12 February 2021
Proficiency Exam for former students of Compulsory Language Program of Prep school and post-graduates (English-German)	17-18 February 2021
MUDS Turkish Exam for former students	19 February 2021
<b>Start of Classes for Spring Term</b>	22 February 2021
7-week Language Program at Prep School	22 February-09 April 2021
Second Break (1 week)	12-16 April 2021
8-week Language Program at Prep School	19 April-01 June 2021
Application for the Proficiency Exam for former students of B1-B2 voluntary and compulsory language program	03-04 June 2021
<b>End of Classes for Fall Term</b>	11 June 2021
Proficiency Exam for B1-B2 Voluntary and Compulsory English Language Program for current students at Prep School and former students of the program (English-German)	15-17 June 2021
MUDS Turkish Exam for current and former students of the program	17-18 June 2021

### 5.4.2.3 VOLUNTARY ENGLISH LANGUAGE PROGRAM AT PREP SCHOOL

The course material, classes in a week and exam dates are given in the table below.

Course Material	Hours in a week
Cambridge Empower A2	18 Hours
Cambridge Empower B1	
Cambridge Empower B2	

### EXAM DATES FOR VOLUNTARY ENGLISH LANGUAGE PROGRAM

No	EXAM DATES	EXAM	PERCENTAGE
1	07.11.2020 Saturday	Quiz 1	4%
2	21.11.2020 Saturday	Writing Quiz 1	4%
3	05.12.2020 Saturday	Quiz 2	4%
4	12.12.2020 Saturday	Achievement Exam 1	9%
5	26.12.2020 Saturday	Writing Quiz 2	4%
6	09.01.2021 Saturday	Quiz 3	4%
7	23.01.2021 Saturday	Achievement Exam 2	9%
8	13.03.2021 Saturday	Writing Quiz 3	4%
9	27.03.2021 Saturday	Quiz 4	4%
10	10.04.2021 Saturday	Achievement Speaking Exam 3	9%
11	24.04.2021 Saturday	Writing Quiz 4	4%
12	08.05.2021 Saturday	Quiz 5	4%
13	22.05.2022 Saturday	Achievement	9%
14	11.06.2021 Friday	Quiz 6	4%
15	15-16-17.06.2021	Proficiency Exam	

All the exams will be administered on Saturdays (Writing Quiz-Quiz-Achievement Exam) but only Quiz 6 will be done on Friday.



### MORNING SESSIONS

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.30-9.00	LESSON 1	LESSON 1	LESSON 1	LESSON 1	
9.10-9.40	LESSON 2	LESSON 2	LESSON 2	LESSON 2	
9.50-10.20	LESSON 3	LESSON 3	LESSON 3	LESSON 3	
10.30-11.00	LESSON 4	LESSON 4	LESSON 4	LESSON 4	
11.10-11.40	LESSON 5	LESSON 5			

### AFTERNOON SESSIONS

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
13.30-14.00	LESSON 1	LESSON 1	LESSON 1	LESSON 1	
14.10-14.40	LESSON 2	LESSON 2	LESSON 2	LESSON 2	
14.50-15.20	LESSON 3	LESSON 3	LESSON 3	LESSON 3	
15.30-16.00	LESSON 4	LESSON 4	LESSON 4	LESSON 4	
16.10-16.40	LESSON 5	LESSON 5			

### EVENING SESSION

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
17.30-18.00	LESSON 1	LESSON 1	LESSON 1	LESSON 1	
18.10-18.40	LESSON 2	LESSON 2	LESSON 2	LESSON 2	
18.50-19.20	LESSON 3	LESSON 3	LESSON 3	LESSON 3	
19.30-20.00	LESSON 4	LESSON 4	LESSON 4	LESSON 4	
20.10-20.40	LESSON 5	LESSON 5			

### B1 FLOW CHART

<p><u>FALL TERM</u> Week: 15 Hours:18 Materials: Empower A2-B1 Evaluation: 3 Achievement Exam 2 Use of English Quiz 2 Writing Quiz Self-Access Centre Performance Teacher Assessment</p>
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<p><u>SPRING TERM</u> Week: 15 Hours: 18 Materials: Empower B1-B1+ Evaluation: 1 Achievement Exam- 1 Achievement Speaking Exam 3 Use of English Quiz 2 Writing Quiz Self-Access Centre Performance Teacher Assessment</p>
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**WEIGHTS OF EXAMS**

4 Achievement Exam 36%  
 6 Use of English Quiz 24%  
 4 Writing Quiz 16%  
 Self Access Centre Performance 12%  
 Teacher Assessment 12%

Exam	Percentage	Exam	Percentage	Exam	Percentage
Achievement 1	9%	Quiz 1	4%	Writing Quiz 1	4%
Achievement 2	9%	Quiz 2	4%	Writing Quiz 2	4%
Achievement 3 (Speaking)	9%	Quiz 3	4%	Writing Quiz 3	4%
Achievement 4	9%	Quiz 4	4%	Writing Quiz 4	4%
		Quiz 5	4%		
		Quiz 6	4%		

**B1 PROFICIENCY EXAM**

Requirements to pass the exam:  
 40% Total Achievement Grade in academic year  
 60% Proficiency Exam at the end of the year (minimum score 50 )  
 The passing grade is 60 and 60+ for B1 Students.

**5.5 SAC (SELF-ACCESS CENTRE)**

Self-Access Centre of MSKU School of Foreign Languages was founded for our students in order to help them to improve their English outside the classes while/by using extra auditory and visual materials on their computer or smart phones. This platform which has been prepared by the unique contributions of our instructors is a learning place that helps our students to be competent and autonomous learners as well. Students will develop their studies by taking responsibility for their own learning processes. The main aim of the platform is to help the students take responsibility for their own learning processes and be autonomous learners being exposed to more use of English. It provides an unstressful and colourful environment in which students practice their English while doing activities and exercises in English with guidance of an instructor or on their own. This platform is filled with the published copies and digital resources and this provides students opportunities which are appropriate to their language level. It gives students an opportunity not only to learn according to their language needs and goals but also to develop real life language skills.

**5.5 SUMMER SCHOOL**

At MSKU School of Foreign Languages, the students whose score is no less than 50 from the Proficiency exam at the end of the year are eligible to apply for the summer school. The starting date of the summer school is announced on Academic calendar every year with the approval of the Senate of the University. The summer school is opened with the decision of the board of management and

also by the Senate of the University. The Summer school lasts for 7 weeks apart from the exams and the enrolment. In summer school, students have 25 hours a week. Student have to participate 85% of the classes. The students who are under this limit fail due to absenteeism and they can not take the Proficiency Exam. We do not have evening classes in summer school, and all the students have to attend only day classes. In order to open summer school, we need to have at least 20 students who are enrolled in the program. Students take 2 Achievement exams and 1 Proficiency Exam at summer school. Proficiency exam has two parts as a speaking exam and a written exam. The students who fail can apply to retake the proficiency exam at summer school; they can apply for and take the Proficiency exams which will be administered in following years. You can get detailed information about summer school if you click on the link below:

<https://kms.kaysis.gov.tr/Home/Goster/106110>

## **5.6 ACADEMIC STAFF**

You can get information about the academic staff if you click on the link below:

<http://www.ydyo.mu.edu.tr/tr/personel/akademik>

## **5.7 FOR STUDENTS**

### **5.7.1 FACILITIES OF MSKU SCHOOL OF FOREIGN LANGUAGES**

#### Student Library

There is a student library on the ground floor of our school building. Students can borrow English books which are appropriate to their language level and other English resource books. Working hours of the student library are announced during the year.

#### LANGUAGE LAB

There are two language laboratories which serve to the students and each lab has the capacity of 20 students. The instructors can use the laboratories one or two hours a week for each of their classes.

#### EXCHANGE OFFICE (DONATION ROOM)

It is on the ground floor of our building. You can bring the stuff that you do not use anymore such as clothes, shoes, books and take what you need from the exchange office.

NOTE: During the pandemic days, the education will be done online and these facilities above are only available during face-to-face education in our school.

#### **STUDENT AFFAIRS AT MSKU SCHOOL OF FOREIGN LANGUAGES**

The Student Affairs' office is on the third floor of our building. There is no academic advisor, supervisor or counsellor teacher for classes in our school. Students take all the documents which are related to the School of Foreign Languages from the Student Affairs' Office, but they take other documents (student ID card, student document, or military service related documents) from the

Student Affairs' office at their departments or faculties. Students who will attend Evening classes will pay their fees on the dates which have been announced before. The students who have attended the School of Foreign Languages for a year but failed will pay their fees for the second year as required by their departments. Our school does not demand any fees for the exams and such like. Student who would like to appeal their exam results can get detailed information when they click on the link given below.

<http://ydyo.mu.edu.tr/Newfiles/9/Content/s%C4%B1navlara%20itiraz%20i%C5%9Flemleri.pdf>

You can also get more information about Certificate of Achievement or transcript at Prep School when you click on the link given below.

<http://ydyo.mu.edu.tr/Newfiles/9/Content/Belge%20D%C3%BCzenlenmesi%20%C4%B0%C5%9Flemleri.pdf>

## **5.7.2 MSKU FACILITIES**

### TRANSPORT FACILITIES

There are bus services from the city centre to the main campus or Kotekli and Yenikoy. You can access the timetable for bus services from the link below.

<https://www.mugla.bel.tr/otobusefersaatleri/>

### ACCOMMODATION FACILITIES

Accommodation needs of students coming from other cities and countries to our university are met by private and state run student dormitories.. There are two dormitories and one of them is called Milli Piyango Dormitory for girls with a capacity of 1500 beds. The other one is called Prof.Dr.Ethem Ruhi Figlalı Dormitory for boys with a capacity of 1800 beds.

Residorm Student Dormitories for both boys and girls has been serving to our university students since 2013 and it is in the main campus and really close to all the faculty buildings. It provides a safe, comfortable and social environment to its residents. For more information please click on:

<https://www.mu.edu.tr/tr/ogrenci/gerekli-linkler/barinma-imkanlari>

### DEPARTMENT OF CULTURAL, HEALTH AND SOCIAL AFFAIRS

Please click on the link below in order to get more information about the facilities provided to our students:

<http://www.skssd.mu.edu.tr/tr/hizmetlerimiz-1881>

### 5.7.3 GUIDELINES FOR STUDENTS/ THINGS TO KEEP IN MIND FOR A SUCCESSFUL PREP YEAR

1. Pay attention to and watch the orientation program which is given on the first week of the academic year. This handbook also gives a lot of answers to your questions.
2. Online education will be done synchronized. Even if you have the chance of watching the videos later, interactive attendance to the classes will be more effective for you.
3. You need to take responsibility for your own learning to build study habits and do extra activities outside the classes.
4. Please regard absenteeism not as a right, but as missing the opportunity to learn new things. This will help you change point of view.
5. You have to get the materials for the classes and have them with you during the online classes.
6. Please attend the classes regularly.
7. Also discover how you learn better and do not be afraid of making mistakes.
8. In order to facilitate language learning, please read graded readers books and watch films or TV series in English.
9. Do your homework and tasks on their due time.
10. Do not forget to make learning fun and learn how to use technology to learn.

#### APPENDICES

#### APPENDIX 1 SAMPLE EXAMS

#### SAMPLE QUIZ

STUDENT'S NAME: _____	TOTAL GRADE: ____ / 100
STUDENT'S NUMBER: _____	DURATION: 40 minutes

#### LISTENING

You will hear five different people talking about likeability and other soft skills. For questions 1-5 choose from the list A-E what each speaker says. There is one extra letter which you do not need to use. Use the letters only once. (5X5 = 25 pts.)

- |   |           |       |
|---|-----------|-------|
| A) Practical skills are necessary.  | Speaker 1 | _____ |
| B) Hard work and education should be the second best.                           | Speaker 2 | _____ |
| C) Education is also important.   | Speaker 3 | _____ |
| D) People don't know the real importance of likeability.                        | Speaker 4 | _____ |
| E) Likeability is more essential than job skills.                               | Speaker 5 | _____ |
| F) They say likeability is important and it's true but I feel furious about it. |           |       |

#### USE OF ENGLISH

PART A) For questions 1 to 5, read the sentences below. Use the word given in parenthesis at the end of each sentence to form a new word that fits in the gap in the sentence. There is an example at the beginning (0). (5 X 3 = 15 pts.)

0. KNOWLEDGE should be the most important thing to get a job. (KNOW)
1. That was an \_\_\_\_\_ performance from such a young tennis player. (IMPRESS)
2. She's very good at methodical work, but she becomes \_\_\_\_\_ when there's a lot of pressure. (USE)
3. There were more than 2000 \_\_\_\_\_ in this company but 500 of them were fired last month. (EMPLOY)
4. I was born in Canada and lived there until I was 15, so I can easily say I spent all my \_\_\_\_\_ there. (CHILD)
5. Alex and Sylvia's \_\_\_\_\_ goes back to when they were in the same neighbourhood together. (FRIEND)

**PART B) Match 1-7 with A-H to make sentences. There is an example at the beginning (0). (7X3 =21 pts.)**

0. Aicia is really good <u>D</u>	A) on going out alone late at night.
1. She's become the manager so she's in _____	B) in touch with friends when you move to another place.
2. Although her parents didn't let her, she insisted _____	C) a presentation about her project work studies.
3. Jane has taken _____	D) at singing.
4. It might be difficult sometimes to keep _____	E) a lot in common so they have had an outstanding relationship for long years.
5. Mary and her husband have _____	F) apart in the last years of our marriage.
6. My daughter was really nervous last week because she had to give _____	G) after her father with her love of literature.
7. We didn't have big problems but we started to grow _____	H) charge of the sales department.

**PART C) Complete the second sentence for questions 1-5, so that it has a similar meaning to the first sentence, using the word given by using between two to five words. Do not change the word given. There is an example at the beginning (0). (5 X 3 = 15 pts)**

0. I have been a teacher since 2010.  
**8 YEARS**  
I have been a teacher for 8 years.
1. After running for 2 hours, James was extremely tired.  
**ABSOLUTELY**  
After running for 2 hours, James was \_\_\_\_\_.
2. In my opinion it's a good idea to go on a holiday for the weekend.  
**ASK**  
\_\_\_\_\_, it's a good idea to go on a holiday for the weekend.

3. You should revise your notes before the exam in order to get good grades.

**THAT**

You should revise your notes before the exam \_\_\_\_\_ good grades.

4. Mark and his wife got to know each other when they were kids.

**KNOWN**

Mark and his wife \_\_\_\_\_ they were kids.

5. Besides its beaches, Muğla has also lots of interesting historical sites.

**FROM**

\_\_\_\_\_ its beaches, Muğla has also lots of interesting historical sites.

**READING**

You are going to read a text about people's experiences of job interviews. For questions 1-8, choose from the people A-D. The people may be chosen more than once. There is an example at the beginning (0). (8X3=24 pts.)

Which person .....

- |    |  |         |
|----|--|---------|
| 0. | has had lots of interviews before?                           | ___C___ |
| 1. | witnessed a small accident?                                  | _____   |
| 2. | had a problem because of misunderstanding a command?         | _____   |
| 3. | received a phone call at a bad moment?                       | _____   |
| 4. | misinformed the interviewers?                                | _____   |
| 5. | couldn't get the job because of his / her own forgetfulness? | _____   |
| 6. | was undecided between two different actions?                 | _____   |
| 7. | made a mistake which caused a funny situation?               | _____   |
| 8. | realised that he wasn't good enough at a skill?              | _____   |

**Not The Best Interview I've Ever Had**

*Most people feel nervous when they go for a job interview, but some interviews are worse than others. Fortunately, they don't all end in disaster!*

- A) "They wanted to test how fast I could type. My fingers were over the keyboard, ready to type. The interviewer said 'Right click to open the file', but all I heard was 'Write click' so I typed 'click' on a window that was already open. I felt so embarrassed when I realised my mistake, but we both laughed and I got the job. I've worked there for eight months now."
- B) "I've never forgotten to switch my phone off in the cinema, but for some reason I forgot when I went for my first job interview. My friend phoned me to wish me good luck right in the middle of the interview. Oops! I didn't get the job."
- C) "I've had lots of good interviews, but this one was a disaster. I had put on my CV I could speak 'some French'. I learnt some French at school, but I've never really used it and my

listening skills are really bad. The three interviewers began the interview by speaking to me in French, and I didn't understand a word. No, I didn't get the job, and yes, I've changed my CV!"

D) "I had a job interview with two people last week. One of them was leaning back on his chair when suddenly it fell right back and it was soon clear that he couldn't get up again. I didn't know if I should try to help or not and I was worried I was going to start laughing. Fortunately, the other interviewer asked me to wait outside the room for a minute, and then the interview carried on as if nothing had happened. Guess what? They've just offered me the job!"

**SAMPLE WRITING QUIZ**

<b>STUDENT'S NAME:</b> _____ <b>TOTAL GRADE</b> _____/100
<b>STUDENT'S NUMBER:</b> _____ <b>DURATION:</b> 40 min.

Choose **ONE OF THE TOPICS** below and write the text in the required format.

**Topic 1.** Think of a skill you know how to do well. Write a guide on how to learn this skill.

Write between 100-120 words. In your guide remember to

- write a title
- use words or phrases [ in order to, so (that), to] to introduce purpose
- use "this / these" to refer back to ideas where possible.

**Topic 2.** Write an email to a friend explaining a big change in your life recently. Write

between 150 words. In your email remember to

- address the people you are writing to
- use phrases [apart from, in addition (to), besides] to introduce and add new information where possible

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## SAMPLE ACHIEVEMENT EXAM

### LISTENING (34PTS)

**PART A) You will hear a radio interview with a professor giving information about time capsules. For questions 1-6, choose the best answer (a, b or c). Write your answers on your answer sheet. (6x2=12 pts)**

1. The interview is taking place in Flushing Meadows Park
  - a) because there is a World Fair taking place there.
  - b) because Professor Wolfson works at a university near the park.
  - c) because the time capsules are buried in the park.
  
2. Why are there two time capsules?
  - a) They made a copy of the first capsule.
  - b) They couldn't fit everything into one capsule.
  - c) Because there are two World Fairs.
  
3. How were the 35 items inside the first time capsule chosen?
  - a) They were all made of different materials.
  - b) They showed what everyday life was like in 1939.
  - c) They were all invented in the 20th century.
  
4. What is the connection between Albert Einstein and the time capsule?
  - a) He invented the material the capsule is made of.
  - b) There's a biography of Einstein in the capsule.
  - c) There's a message from him in the capsule.
  
5. What does the capsule contain to help people in the future understand the contents?
  - a) A complete guide to the English language.
  - b) A grammar book.
  - c) Translations of the contents into different languages.
  
6. What does the Book of Record contain?
  - a) A list of libraries and museums around the world.
  - b) Information about the time capsule.
  - c) Information about things in libraries and museums.

**PART B) You will hear a man called Robert Kyle giving advice to a group of students about having an interview. For questions 1-6, fill in the missing information. Write your answers on your answer sheet. (6x2=12pts)**

#### TOPIC

How to communicate during interviews for college, university, jobs and (1) \_\_\_\_\_.

#### TIPS ON SPEAKING

Speak slowly and (2) \_\_\_\_\_ and look at all the people who are interviewing you.

A smile will make you seem (3) \_\_\_\_\_ and relaxed.

#### STATISTICS

People usually make a decision about someone after only (4) \_\_\_\_\_ of meeting.

Their impressions are made up like this:

-body language / clothes (5) \_\_\_\_\_ %

-the way you speak and what you (6) \_\_\_\_\_ is less important

**PART C) Listen to five students talking about university. Match the speakers 1-5 with the sentences A-F. Use the letters only once. There is one extra letter which you do not need to use. Write your answers on your answer sheet. (5x2=10 pts)**

- A) The speaker's degree was essential for the job. **Speaker 1** \_\_\_\_
- B) The speaker thinks people with degrees should be paid more. **Speaker 2** \_\_\_\_
- C) The speaker thinks university is a waste of time. **Speaker 3** \_\_\_\_
- D) The speaker thinks it's better to get a job first and go to university later. **Speaker 4** \_\_\_\_  
**Speaker 5** \_\_\_\_
- E) The speaker really enjoyed their university course.
- F) The speaker thinks you should choose your university course carefully.

#### READING (30 PTS)

**PART A) You are going to read a magazine article about students visiting a prison. Five sentences have been removed from the article. Choose from the sentences A-E the one which fits each gap (1-5). Write your answers on your answer sheet. (5x2=10 pts)**

- A) "He said that we were being stupid and messing up our lives".
- B) Some people say that prison is a bit like a holiday camp, and it can be a bit of a laugh, but it sounded really awful in there.
- C) For these, a stronger lesson is needed, and a visit to an actual prison has a better chance of deterring them from a life of crime.
- D) I got an idea today of just how unrealistic they are, and how terrifying it must be to be locked up in a tiny room for weeks and months.
- E) Prison officers spend a day with them and try to show them the hard realities of prison life.

## **Prison! Me! No Way!**

On a really bad day in school, you might hear someone say that it feels a bit like being in prison. They wouldn't say that if they had a visit from the Prison! Me! No Way! team, though.

Prison! Me! No Way! is a UK organisation which arranges one-day events in British schools to educate students about prison and the dangers of falling into a way of life that leads there. **(1)** \_\_\_\_\_. The students are treated exactly like prisoners for part of the day, and spend some time in a mock-up prison cell inside a truck, so that they get an idea of the living conditions prisoners have to put up with. They also take part in workshops and role-play sessions, acting out situations in which friends might encourage them to get involved in criminal activity. It's partly fun and partly serious, but the message is very clear.

'People think they know what prison is like.' says one student after the visit, 'but it all comes from films and TV dramas, and can seem quite exciting. **(2)** \_\_\_\_\_. I think it would soon drive me crazy.'

There are some young offenders whose misbehaviour has already made them well-known characters in police stations and courts. **(3)** \_\_\_\_\_. Nottinghamshire, where 45% of robberies are committed by young people under the age of seventeen, is one of the many areas of the UK which regularly organise prison visits for young offenders. They get to meet some of the long-term prisoners, who talk to them about life inside-the boredom, the violence, the bullying and all the restrictions on their behaviour. Most of all, they say how much they miss seeing their families, as everyone's life continue without them.

'They made me really think about what would happen if I got stuck in a life of crime,' says one young offender after his day in prison. 'Of course everyone knows they'll end up in prison if they go from petty crime to more serious offences. But it's easy to think you'll always get away with it if you're clever enough, and that even if you didn't, a prison sentence would just make you hard and tough. **(4)** \_\_\_\_\_. The prisoner I talked to looked at my trainers and said, "If you came in here, we'd steal those and you wouldn't be able to do anything about it." I really don't want to go back in that place ever again.'

'One of the prisoners was pretty clear,' said another. **(5)** \_\_\_\_\_. He told us, 'You really don't want to end up in a place like this. It can happen more easily than you think, so stop it now.'

The visits are a wake-up call for many of the young people involved, and 65% don't go on to reoffend after them. One of the organisers of the visits notices the difference on the coach going to prison and coming back. 'On the way there, they're all joking and acting tough about what it must be like to be in prison. It's much quieter on the return journey.'

**PART B) You are going to read a magazine article about the story of an unlikely friendship. For questions 1-5, choose the answer (a, b, or c.) which you think fits best according to the text. Write your answers on your answer sheet. (5x2=10 pts)**

### ***Untouchable*-The True Story of an Unlikely Friendship**

*Untouchable*, a charming French comedy about two friends who have almost nothing in common, has been a huge international success. But, before their story became a cinematic sensation, how exactly did a rich French aristocrat and an Algerian immigrant with a criminal past become good friends?

Philippe Pozzo di Borgo and Abdel Sellou first met in Paris in 1993 when Philippe was looking for a nurse. Phillippe was from a very wealthy family. At one time he had been a successful businessman, living a life of great luxury. Then he had a terrible paragliding accident and lost the use of his arms and legs. Life in a wheelchair was lonely and boring. Philippe was struggling to imagine the future, and he needed practical help with his day-to-day life.

Philippe interviewed more than 80 people for the job of nurse, but none of them seemed right. Then he met Abdel, who had quit a life of crime in Algeria and moved to France to look for work. He was lively, intelligent and quick-thinking, with a crazy sense of humour. Philippe got on with Abdel immediately, and he offered him the job.

The two men didn't have much in common. Abdel loved pop music, but Philippe preferred classical music. Phillippe loved modern art, but Abdel hated it. Philippe's family were sure that he had made a bad choice. They believed that Philippe needed someone much more sensible. Meanwhile, Abdel wasn't planning on staying in the job for long.

However, their working relationship quickly developed into a close friendship. Abdel gave Philippe the support he needed. More importantly, his energy and sense of humour brought fun and excitement back into Philippe's life. Abdel helped Philippe make trips to other countries. Back home in Paris their adventures included travelling around the streets of Paris with Abdel on the back of Philippe's wheelchair or driving Philippe's Rolls-Royce-often much too fast!

In the end, Abdel worked for Philippe for ten years. Philippe believes it was Abdel's energy and sense of fun that kept him alive. 'I suddenly found I was enjoying life again,' he says. 'I felt like I didn't know what was coming next.' As for Abdel, getting to know Philippe had kept him out of prison and introduced him to a new way of life.

Philippe and Abdel now live in different countries, each with a wife and family. They keep in touch regularly. Over the years they have learnt, among other things, to enjoy each other's favourite music. All that really matters to their friendship, though, is their shared love of laughter and adventure.

**1. These two different people from two different backgrounds became good friends**

- a) with the help of Philippe's family.
- b) owing to Abdel's positive attitude towards life.
- c) because they had a lot in common.

**2. Philippe interviewed more than 80 people**

- a) until he interviewed Abdel.
- b) because he liked talking to different people.
- c) in order to find someone who had been a criminal before.

**3. Why didn't Philippe's family want Abdel as a nurse?**

- a) Because Abdel wasn't planning on staying in the job for a long time.
- b) Because they thought Philippe needed someone different.
- c) Because Philippe had some problems with Abdel.

**4. It was Abdel's energy and sense of humour that**

- a) kept Philippe out of prison.
- b) made Philippe's family uncomfortable.
- c) helped Philippe feel better in spite of his difficult physical situation.

**5. Their relationship**

- a) hasn't taught them anything about life .
- b) has taught them that having positive attitude towards life doesn't work any time.
- c) has taught them to be tolerant to differences.

**PART C) You are going to read a magazine article about young farmers. For questions 1-10, choose from the people A-D. The people may be chosen more than once. Write your answers on your answer sheet. (10x1=10 pts)**

### **Muddy Boots**

***What makes young people become farmers? In this week's Country Diary, we meet four young farmers to find out.***

**A)** 6 a.m.; it's an early start for 16-year-old Katya, as usual. It's her job to feed her family's animals, so she heads outside. For generations, Katya's family have been reindeer *herders*\* near the Arctic circle in Russia. They live in tents and follow their reindeer as they move from summer feeding grounds to winter ones, then back again. It's full-time work! Now it's early summer, so the air is getting warmer and warmer. Today the temperature is about twelve degrees, in winter it's usually minus ten and snowy. 'Living outdoors is relaxing,' says Katya, 'but my sister and I don't live with our parents all year. In winter, we go to boarding school, hundreds of kilometres away. I miss the reindeer, but it's nice to be warm.'

**B)** Bunny is eighteen and she already knows how to drive a tractor and deliver a new-born lamb. She doesn't mind getting her hands dirty and she's very sensible. People are always telling Bunny that she doesn't look like a farmer as she's quite small and likes to be fashionable. Bunny finds these stereotypes annoying: farmers don't all have to look the same! Bunny's farming dream began when her family lived in Australia. They used to visit her grandfather's sheep farm there. She has happy memories of riding horses and rounding up the sheep. At the moment Bunny is studying agriculture at college in England but her ambition is to return to Australia. She wants to set up her own sheep farm, just like her grandfather.

**C)** Will Gardner's first word was "tractor", although none of his family were farmers. When a local farmer in the southwest of England needed an assistant, Will found his perfect job. Now Will drives a tractor every day. It's like a dream come true. Last week the farmer he works for became ill. As a result, Will is now learning how to look after cows, too. Will isn't keen as it's dirty work. Can he cope with it? Of course he always wears overalls and *wellies*\*, but he still needs a shower when he gets home. Will's job is tough: it isn't well-paid and he works sixty hours a week, so he doesn't have much social life. But despite the long hours and difficult conditions, he finds his job really satisfying.

**D)** It's June in Toledo, Spain. Pablo has finished school for the day and now he's heading for his grandparents' *vineyard*\*. Today it's his job to cut some bunches of grapes so the others will grow sweeter. His grandad is keeping an eye on his work. 'I've got to prove that I'm responsible,' explains Pablo. 'I think farmers are really important because they provide food for everybody. A good thing about this job is you can choose to take a day off now and then! But it can be stressful; you have to work really hard.' Pablo's father left the vineyard to become an accountant, but Pablo has other ideas. 'My dad is always telling me to study business, but I think farming is more rewarding.'

### **GLOSSARY**

**Herder:** a *person* who *takes care* of a *large group* of *animals* of the same *type*

**Wellies:** informal use for a *waterproof boot* that *reaches almost* to the *knees / rainboots*

**Vineyard:** a *piece* of *land* on which *vines* are *grown*

## Which person

- 1) has lived in another country? \_\_\_\_\_
- 2) doesn't have a family member in the business of farming? \_\_\_\_\_
- 3) has someone else watching them? \_\_\_\_\_
- 4) has a family who move around a lot? \_\_\_\_\_
- 5) isn't happy with getting dirty? \_\_\_\_\_
- 6) is doing a farming-related course? \_\_\_\_\_
- 7) works in a very cold environment? \_\_\_\_\_
- 8) disagrees with one of their family member's advice? \_\_\_\_\_
- 9) has a clear plan for when they are older? \_\_\_\_\_
- 10) lives in two different homes each year? \_\_\_\_\_

## USE OF ENGLISH (36 PTS)

**PART A) Read the text below and decide which answer (a,b, c or d) best fits each gap. There is an example at the beginning (0). Write your answers on your answer sheet. (8x1=8 pts)**

### Keeping Our Water Clean

If you **(0)** \_\_\_\_\_ down the street and see someone throw a plastic bottle on the ground, you'll probably get annoyed. You might even say something to that person. But do you react in **(1)** \_\_\_\_\_ same way when we see people throwing rubbish into the sea? We all know how rubbish damages environment on land, but we often forget the effect that it can have on **(2)** \_\_\_\_\_ like the sea, lakes and rivers, too.

First of all, water pollution looks terrible. Beautiful beaches can become covered in rubbish when whatever we **(3)** \_\_\_\_\_ into the water comes ashore. It's just not pleasant to swim in rivers and lakes that have plastic bags floating in them.

Secondly, rubbish can hurt animals and birds that live in or by the water. If they see **(4)** \_\_\_\_\_ plastic bottle, they may think it's food. However, when they try to eat the bottle, it can get caught in their mouth or in their stomach and stop them from eating anything else. Plastic bottles **(5)** \_\_\_\_\_ also stop dolphins from breathing. Sometimes fishing boats leave bits of fishing nets behind in the water. Fish can get caught in this and die.

Finally, people forget that plastic contains chemicals which stay in the water. **(6)** \_\_\_\_\_ is really bad for both fish and plants. If you eat fish containing these chemicals, then you can also get sick.

In conclusion, I would say that we need to worry **(7)** \_\_\_\_\_ water pollution as much as we care about land or air pollution. We should all look **(8)** \_\_\_\_\_ the seas, lakes and rivers, and remember to take our rubbish away with us.

- |                        |                |                  |               |
|------------------------|----------------|------------------|---------------|
| 0. <b>a) walk</b>      | b) walking     | c) walked        | d) walks      |
| 1. a) Ø                | b) a           | c) an            | d) the        |
| 2. a) pollution        | b) climate     | c) environments  | d) plants     |
| 3. a) managed to throw | b) have thrown | c) were throwing | d) was thrown |
| 4. a) Ø                | b) a           | c) an            | d) the        |
| 5. a) can              | b) manage to   | c) were able to  | d) couldn't   |
| 6. a) Who              | b) These       | c) This          | d) What       |
| 7. a) for              | b) about       | c) with          | d) over       |

8. a) after                      b) for                              c) around                        d) out

**PART B) Read the text and fill in the blanks with ONE WORD. There is an example at the beginning (0). Write your answers on your answer sheet. (10x1=10 pts.)**

### School of the Air

Do you ever get fed (0) up with going to school? Would you be interested (1) \_\_\_\_\_ studying at home by yourself? Shannon Kilgarill lives in the Australian outback, miles from (2) \_\_\_\_\_ nearest school. She and her brother have (3) \_\_\_\_\_ learning at home for years. Their special school, called School of the Air, (4) \_\_\_\_\_ introduced satellite technology. This enables the students to be taught at home, hundreds (5) \_\_\_\_\_ miles away from one another. Although the technology is complicated, Shannon (6) \_\_\_\_\_ easily use it by herself. Now she and her classmates have a virtual classroom where they can see each (7) \_\_\_\_\_ on screen.

School of the Air previously used radios to keep the fourteen pupils (8) \_\_\_\_\_ touch with their teachers. However, unlike the old radio signal, the new technology isn't affected by bad weather. Shannon, who is very keen on the new system, reckons the satellite is "pretty good". (9) \_\_\_\_\_ gives Shannon the opportunity to see her teacher (10) \_\_\_\_\_ the teacher is delivering the lesson. She believes it has made learning a lot easier.

**PART C) Read the sentences below. Use the correct form of the word given in capitals at the end each sentence to fill in the space. There is an example at the beginning (0). Write your answers on your answer sheet. (8x1=8 pts)**

0. The FEELING of anger might be very dangerous if you don't control it. **(FEEL)**
1. It gives you a sense of \_\_\_\_\_ if you actually make it to the end of a very long book. **(ACHIEVE)**
2. You have to have such a lot of \_\_\_\_\_ when you're dealing with kids. **(PATIENT)**
3. The \_\_\_\_\_ of the silicon chip was a landmark in the history of the computer. **(INVENT)**
4. Environmentalists all around the world are struggling to \_\_\_\_\_ the natural resources of the earth. **(CONSERVATION)**
5. \_\_\_\_\_ species on earth are the ones which won't be able to survive in the future. **(DANGER)**
6. Are you \_\_\_\_\_ enough to work with children? **(EXPERIENCE)**
7. The speaker gave an interesting \_\_\_\_\_ on urban transport. **(PRESENT)**
8. I'm \_\_\_\_\_ of his skills as a manager. **(CONFIDENCE)**



**PART D) Complete the second sentence for questions 1-10, so that it has a similar meaning to the first sentence, using the word given. Use between two to five words. Do not change the word given. There is an example at the beginning (0). Write your answers on your answer sheet. (10x1=10 pts)**

0. We succeeded in helping him.

**MANAGED**

We managed to help him.

1. If we don't buy the book now, we will have to pay more for it.

**UNLESS**

\_\_\_\_\_ now, we will have to pay more for it.

2. This is my first time in this restaurant.

**NEVER**

I \_\_\_\_\_ to this restaurant before.

3. My maths teacher started teaching 25 years ago.

**TEACHING**

My maths teacher \_\_\_\_\_ 25 years.

4. They met each other during their stay in Canada.

**STAYING**

They met each other \_\_\_\_\_ in Canada.

5. Andreas can buy whatever he wants; he is so wealthy.

**SUCH**

Andreas can buy whatever he wants; he is \_\_\_\_\_.

6. Janet and Jack are planning to travel around the world when they get retired.

**GOING**

Janet and Jack \_\_\_\_\_ around the world when they get retired.

7. If you ask me, it's better to eat out tonight.

**FAR**

As \_\_\_\_\_, it's better to eat out tonight.

8. Start studying for the exam earlier so that you will have enough time to revise.

**TO**

Start studying for the exam earlier \_\_\_\_\_ enough time to revise.

9. My father smoked 2 packets of cigarettes every day, but he doesn't any more.

**SMOKE**

My father \_\_\_\_\_ 2 packets of cigarettes every day.

10. Most people find winter depressing.

**FEEL**

\_\_\_\_\_ in winter.

**APPENDIX 2 SAMPLE ANSWER SHEET**

NAME-SURNAME: \_\_\_\_\_  
 SCHOOL NUMBER: \_\_\_\_\_

**Total Score**  
  
 \_\_\_\_ / 100

**LISTENING: 34 PTS**

PART A (6X2=12 pts)	PART B (6X2=12 pts)	PART C (5X2=10 pts)
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	

**READING: 30  
PTS**

**Listening**

PART A (5X2=10 0 pts)	PART B (5X2=10 pts)	PART C (10X1=10 pts)	
1.	1.	1.	6.
2.	2.	2.	7.
3.	3.	3.	8.
4.	4.	4.	9.
5.	5.	5.	10.

**Reading**

**USE OF ENGLISH: 36 PTS**

PART A (8X1=8 pts)	PART B (10X1=10 0 pts)	PART C (8X1=8 pts)
<b>0. A</b>	<b>0. UP</b>	<b>0. FEELING</b>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
	9.	
	10.	

**Use of English**

**PART D (10X1=10 pts)**

0. We managed to help him.  
 1. \_\_\_\_\_ now, we will have to pay more for it.

2. I \_\_\_\_\_ to this restaurant before.
3. He \_\_\_\_\_ 25 years.
4. They met each other \_\_\_\_\_ in Canada.
5. Andreas can buy whatever he wants; he is \_\_\_\_\_.
6. Janet and Jack \_\_\_\_\_ around the world when they get retired.
7. As \_\_\_\_\_, it's better to eat out tonight.
8. Start studying for the exam earlier \_\_\_\_\_ enough time to revise.
9. My father \_\_\_\_\_ 2 packets of cigarettes a day.
10. \_\_\_\_\_ in winter.

**APPENDIX 3 WRITING EXAM CRITERIA**

**WRITING CRITERIA**

GRADES	PARTS
	<b>CONTENT&amp; TASK ACHIEVEMENT</b>
4	-content fulfils or exceeds all the task requirements -ideas are mostly / totally relevant and well-developed throughout the text -all ideas are supported with relevant examples
3	-content fulfils or exceeds some of the task requirements -ideas are usually relevant and well-developed -most ideas are supported with relevant examples
2	-content shows limited attempt to fulfil the task requirements -ideas are generally irrelevant - few ideas are supported with relevant examples
1	-content shows no attempt to fulfil the task requirements -ideas are totally irrelevant -no ideas are developed or supported with examples
	<b>ORGANISATION</b>
3	-good organisation of ideas -good use of cohesive devices
2	-ideas are generally organised well -some good use of cohesive devices
1	- poor organisation of ideas -poor use of cohesive devices
0	- ideas are not organised - no use of cohesive devices

	<b>VOCABULARY</b>
3	-a good range of level specific vocabulary -almost all vocabulary use is correct with no or few lexical errors
2	-adequate range of level specific vocabulary -a few mistakes but do not hinder meaning
1	-very limited range of level specific vocabulary -frequent errors mostly obscuring meaning
0	-no range of level specific vocabulary at all -frequent errors totally obscuring meaning
	<b>GRAMMAR</b>
3	-a good range of level specific structures -almost all structures are correct with no or few grammatical errors
2	-adequate range of level specific structures -a few mistakes but do not hinder meaning
1	-very limited range of level specific structures -frequent errors mostly obscuring meaning
0	-no range of level specific structures at all -frequent errors totally obscuring meaning
	<b>MECHANICS</b>
2	Rules of punctuation and capitalization are generally fulfilled /covered with correct spelling of most common words
1	Rules of punctuation and capitalization are partially fulfilled /covered with correct spelling of most common words
0	Rules of punctuation and capitalization are not fulfilled /covered with correct spelling of most common words at all.
<ul style="list-style-type: none"> <li>• If the student's writing gets "1" out of "content task and achievement" part, the other parts of the writing won't be graded.</li> <li>• "no response" or "totally memorised" responses won't be graded.</li> </ul>	

**APPENDIX 4 SPEAKING EXAM CRITERIA**

Mugla Sıtkı Koçman University School of Foreign Languages

**2018-2019 ACADEMIC YEAR  
Speaking Proficiency Exam**

**Student Name:**

**Exam Room:**

**Question Card:**

**Session: Morning / Afternoon**

	<b>Exemplary Excellent</b>	<b>Accomplished Good</b>	<b>Developing Fair</b>	<b>Beginning Attempted</b>	<b>Unacceptable No Response</b>
<p>Task 1 <b>Conversational English</b></p> <p>Responds to guided questions in a conversation about everyday events</p>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<p>Task 2 <b>Picture Description and Analysis</b></p> <p>Accurately details the characteristics and action of a picture using descriptive vocabulary</p> <p>Justifies interpretations</p>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<p>Task 3 <b>Monologue</b></p> <p>Provides an opinion/experienced-based response that requires little to no verbal prompting from interlocutor</p> <p>Thoroughly answers follow-up questions with examples</p>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**Total Assessor Points** \_\_\_\_ + **Points from Interlocuter** \_\_\_\_ = \_\_\_\_ / 15

**Guide for Assessors:** If a student’s overall performance matches the majority of the descriptors in a category, CIRCLE the corresponding number for that category. **“Unacceptable to No Response”** can range from a one/two word response to a complete inability to respond (0). Ask the Interlocutor for their overall performance score. Add each section for the total assessor score to the interlocutor’s general impression score.

<p><b><u>Exemplary / Excellent</u></b></p> <p><b>Task Completion:</b> Superior completion of the task; responses appropriate and with elaboration</p> <p><b>Comprehensibility:</b> Responses readily comprehensible, requiring almost no interpretation on the part of the listener</p> <p><b>Fluency:</b> Speech continuous with few pauses or stumbling</p> <p><b>Pronunciation:</b> Enhances communication</p> <p><b>Vocabulary:</b> Rich use of vocabulary</p> <p><b>Language Control:</b> Control of advanced language structures with few or small errors</p>	<p><b><u>Accomplished / Good</u></b></p> <p><b>Task Completion:</b> Completion of the task; responses appropriate and adequately developed</p> <p><b>Comprehensibility:</b> Responses comprehensible, requiring minimal interpretation on the part of the listener</p> <p><b>Fluency:</b> Some hesitation but manages to continue and complete thoughts</p> <p><b>Pronunciation:</b> Does not interfere with communication</p> <p><b>Vocabulary:</b> Adequate and accurate use of vocabulary</p> <p><b>Language Control:</b> Emerging control of advanced language structures, controlled use of basic language structures</p>
<p><b><u>Developing / Fair</u></b></p> <p><b>Task Completion:</b> Partial completion of the task; responses mostly appropriate yet undeveloped</p> <p><b>Comprehensibility:</b> Responses mostly comprehensible, requiring interpretation on the part of the listener</p> <p><b>Fluency:</b> Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts</p> <p><b>Pronunciation:</b> Occasionally interferes with communication</p> <p><b>Vocabulary:</b> Somewhat inadequate and/or inaccurate use of vocabulary</p> <p><b>Language Control:</b> Emerging control and use of basic language structures</p>	<p><b><u>Beginning/Attempted</u></b></p> <p><b>Task Completion:</b> Minimal completion of the task and/or responses frequently inappropriate</p> <p><b>Comprehensibility:</b> Responses barely comprehensible</p> <p><b>Fluency:</b> Speech halting and uneven with communication</p> <p><b>Pronunciation:</b> Frequently interferes with communication</p> <p><b>Vocabulary:</b> Inadequate and/or inaccurate use of vocabulary</p> <p><b>Language Control:</b> Inadequate and/or inaccurate use of basic language structures</p>

**Mugla Sıtkı Koçman University School of Foreign Languages**

**2018-2019 ACADEMIC YEAR SPEAKING EXAM  
Interlocutor Rubric**

Upon prompting from Assessor, Interlocutor should give an **overall performance score** for the student based on interaction during the exam using the following guide:

<b>Excellent Good</b>	<b>Developing Fair</b>	<b>Unacceptable No Response</b>
<b>3</b>	<b>2</b>	<b>1</b>

**Excellent/Good**

Student's overall performance meets the level of the exam, mostly fluent and clear, understands and responds appropriately, some small mistakes but meaning is not affected

**Developing/Fair**

Student can partially complete the task using basic grammar and vocabulary. Frequent mistakes but answers are mostly appropriate , some choppy speech and pauses

**Unacceptable/No response**

Student uses inadequate vocabulary or very short answers, not very understandable, doesn't understand well or answer appropriate.