**PAMUKKALE UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**

**2025-2026 ACADEMIC YEAR**

**PRE-FACULTY**

**CORE SYLLABUS**

**COURSE BOOK: GRAMMAR SENSE 4**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEK** | **DATE** | **TOPIC** | **OBJECTIVES** | **LEARNING OUTCOMES** | **ASSESSMENT &**  **EXTRA-CURRICULAR ACTIVITIES** |
| **1** | 16.09 | **CHAPTER 5: THE PASSIVE**  Forming Passive Sentences  (pages 73-82)  Introducing new information with IT  (pages 82-83-84) | * evaluate and produce passive structures to shift focus, present formal content, and report processes with accuracy. | * write a process description (e.g., how something is made) using passive voice. * reformulate active sentences into passive to highlight different elements. * use “It is said that…” / “It is believed that…” to introduce external information in discussion. | **Beyond the Classroom: Writing/Searching for Authentic Examples (p. 88)**  **Passive Reporting Structures Worksheet(MOSC)**  **<https://test-english.com/grammar-points/b1-b2/passive-reporting-verbs/>** |
| **2** | 23.09 | **CHAPTER 5: THE PASSIVE**  Forming Passive Sentences  (pages 73-82)  Introducing new information with IT  (pages 82-83-84) | * evaluate and produce passive structures to shift focus, present formal content, and report processes with accuracy. | * write a process description (e.g., how something is made) using passive voice. * reformulate active sentences into passive to highlight different elements. * use “It is said that…” / “It is believed that…” to introduce external information in discussion. | **AI INTEGRATED ACTIVITY: Week-2 Using Passive Voice & Reporting Phrases with AI (MOSC)** |
| **3** | 30.09 | **CHAPTER 9: GERUNDS AND INFINITIVES**  Gerunds and Infinitives  Gerunds  Infinitives  Verbs followed by both Gerunds and Infinitives  (pages149-158) | * produce structured texts using gerunds, infinitives | * complete sentences using the correct gerund/infinitive pattern after common verbs. * write about past regrets or achievements using perfect gerunds. | **Beyond the Classroom: Writing/Searching for Authentic Examples (p. 168)**  **<https://test-english.com/grammar-points/b2/verb-object-infinitive-gerund/>** |
| **4** | 07.10 | **CHAPTER 9: GERUNDS AND INFINITIVES**  Passive Gerunds and Infinitives  Perfect Gerunds and Infinitives  (pages 159-163) | * understand and accurately use passive gerund forms in context to describe actions where the agent is unknown, unimportant, or implied. * recognize and produce perfect gerund and infinitive forms to refer to completed actions with relevance to a later action or perspective | * write example sentences using passive gerunds in different functions (subject, object, after prepositions), and identify the grammatical structure in short reading texts * write a short paragraph (80–100 words) including at least three passive gerund structures (e.g., *being considered*, *being mentioned*, *being taken seriously*) in appropriate contexts. | **<https://test-english.com/grammar-points/b2/gerunds-infinitives-complex-forms/>**  **Gerunds-Infinitives-Participles Worksheet (MOSC)**  **AI INTEGRATED ACTIVITY: WEEK-4 Planning a Community Event (MOSC)** |
| **5** | 14.10 | **CHAPTER 14: NOUN CLAUSES**  Noun Clauses  (pages 261-275) | * accurately identify and combine independent clauses into complex sentences using noun clauses * vary sentence structure and combine ideas using appropriate subordination | * write clear, well-structured texts using a variety of complex sentence forms * use noun clauses after common reporting and mental verbs to summarize or report ideas and questions | **Beyond the Classroom: Writing/Searching for Authentic Examples (p. 280)**  **<https://www.englishgrammar.org/noun-clause-exercise/>** |
| **6** | 21.10 | **CHAPTER 14: NOUN CLAUSES**  Noun Clauses  (pages 261-275) | * accurately identify and combine independent clauses into complex sentences using noun clauses * vary sentence structure and combine ideas using appropriate subordination | * write clear, well-structured texts using a variety of complex sentence forms * use noun clauses after common reporting and mental verbs to summarize or report ideas and questions | **AI INTEGRATED ACTIVITY: WEEK-6 Using Noun Clauses in Interviews (MOSC)** |
| **7** | 28.10 | **CHAPTER 15: REPORTED SPEECH**  Past tense Reporting  (pages 281-291)  Other reporting verbs  (pages 292-296) | * identify and apply tense and pronoun shifts when transforming direct speech into indirect speech in both academic and interpersonal contexts * transform direct speech into indirect speech using a range of reporting verbs and structures | * Report from past or present using appropriate backshifts * Express reported meaning using varied language * Integrate direct quotes and indirect reporting in narrative/speech | **Beyond the Classroom: Writing/Searching for Authentic Examples (p. 300)**  **Advanced Reported Speech and Reporting Verbs Worksheet (MOSC)** |
| **8** | 04.11 | **CHAPTER 15: REPORTED SPEECH**  Past tense Reporting  (pages 281-291)  Other reporting verbs  (pages 292-296)  **06.11.2025 THURSDAY MIDTERM EXAM** | * identify and apply tense and pronoun shifts when transforming direct speech into indirect speech in both academic and interpersonal contexts * transform direct speech into indirect speech using a range of reporting verbs and structures | * Report from past or present using appropriate backshifts * Express reported meaning using varied language * Integrate direct quotes and indirect reporting in narrative/speech | **<https://test-english.com/grammar-points/b1-b2/reporting-verbs/>**  **AI INTEGRATED ACTIVITY: WEEK 8- What Did They Really Say?” (MOSC)** |
| **9** | 11.11 | **CHAPTER 10: RELATIVE CLAUSES AND ADJECTIVE PHRASES**  Relative Clauses  (pages 169-180) | * understand and accurately use defining and non-defining relative clauses to combine and expand sentences in both spoken and written communication. | * describe people, places, or experiences, with correct punctuation, structure, and meaning | **Beyond the Classroom: Writing/Searching for Authentic Examples (page 188)**  **<https://test-english.com/grammar-points/b2/relative-clauses/>** |
| **10** | 18.11 | **CHAPTER 10: RELATIVE CLAUSES AND ADJECTIVE PHRASES**  Relative Clauses  (pages 169-180) | recognize and use adjective phrases to describe feelings, qualities, or characteristics more precisely in various contexts. | use a wide range of descriptive language and expressions to enhance spoken and written communication | **AI INTEGRATED ACTIVITY: WEEK 10- Create Your Own Mystery Character Profile (MOSC)** |
| **11** | 25.11 | **CHAPTER 12: ADVERB CLAUSES AND ADVERB PHRASES**  Adverb Clauses: Showing Time, Giving Reasons, Showing Concession or Contrast, Showing Place, Showing Purpose  (pages 211-221)  Adverb Phrases  (pages 222- 230) | * construct grammatically and rhetorically effective complex sentences using adverbial clauses to support arguments, contrast ideas, and provide contextual detail. * recognize and accurately reduce adverbial clauses by omitting subordinators and adjusting verb forms to improve sentence fluency and conciseness in academic and descriptive writing. | * use a variety of complex sentence structures with increased control and flexibility in writing * write an essay using appropriate adverbial conjunctions. * identify and explain contrast or concession in spoken/written input. * participate in debates using adverb clauses to signal opinion and justification. | **Beyond the Classroom: Writing/Searching for Authentic Examples (p. 236)**  **Adverbial Clauses Worksheet (MOSC)**  **<https://test-english.com/grammar-points/b2/clauses-contrast-purpose-reason-result/>** |
| **12** | 02.12 | **CHAPTER 12: ADVERB CLAUSES AND ADVERB PHRASES**  Adverb Clauses: Showing Time, Giving Reasons, Showing Concession or Contrast, Showing Place, Showing Purpose  (pages 211-221)  Adverb Phrases  (pages 222- 230) | * construct grammatically and rhetorically effective complex sentences using adverbial clauses to support arguments, contrast ideas, and provide contextual detail. * recognize and accurately reduce adverbial clauses by omitting subordinators and adjusting verb forms to improve sentence fluency and conciseness in academic and descriptive writing. | * use a variety of complex sentence structures with increased control and flexibility in writing * write an essay using appropriate adverbial conjunctions. * identify and explain contrast or concession in spoken/written input. * participate in debates using adverb clauses to signal opinion and justification. | <https://test-english.com/grammar-points/b2/participle-clauses/> |
| **13** | 09.12 | **CHAPTER 13: CONDITIONALS**  Real Conditionals  (pages 237-247)  Unreal Conditionals  (pages 248-255) | * generate and evaluate real, unreal, and mixed conditionals to speculate about possibilities and explain consequences in various contexts. | * use a range of conditional structures to express hypothetical and implied meaning with clarity and accuracy | **Beyond the Classroom: Writing/Searching for Authentic Examples (p. 260)**  **Unreal past Conditional worksheet (MOSC)**  **Mixed Conditionals Worksheet (MOSC)**  **<https://test-english.com/grammar-points/b2/mixed-conditionals/>** |
| **14** | 16.12 | **CHAPTER 13: CONDITIONALS**  Real Conditionals  (pages 237-247)  Unreal Conditionals  (pages 248-255) | * understand and identify advanced conditional structures, including “as if / as though”, alternatives to if in both formal and informal contexts. | * Use conditional structures, including “as if / as though”, alternatives to if (unless, providing that, only if, even if, asl long as)in both formal and informal contexts. | **Omitting IF worksheet (MOSC)**  **<https://test-english.com/grammar-points/b2/all-conditionals-mixed-conditionals-alternatives-if-inversion/>** |
| **15** | 23.12 | **GENERAL REVISION** |  |  | **<https://test-english.com/use-of-english/b2/>** |