SİİRT UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

ENGLISH PREPARATORY PROGRAM CURRICULUM AND STUDENT'S GUIDEBOOK

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PART 1

OUR MISSION

At Siirt University School of Foreign Languages, our mission is to empower learners with the confidence and proficiency to navigate a globalised world through the acquisition of English language skills. We are committed to fostering an inclusive and dynamic learning environment where cultural diversity is celebrated, and students are inspired to communicate effectively, think critically, and engage meaningfully with the global community. Through innovative teaching methodologies and personalised attention, we aim to cultivate a passion for lifelong learning and bridge cultural gaps, creating well-rounded, globally competent individuals who can thrive in an interconnected world.

OUR GOALS

In Siirt SFOL, we aim to

- equip students with a high level of English language proficiency, enabling them to communicate fluently, both verbally and in writing, in various real-life situations.

- foster an appreciation for cultural diversity and global perspectives, helping students understand and respect the nuances of the English-speaking world.

- develop students' critical thinking abilities through interactive and thought-provoking language exercises, encouraging them to analyse, evaluate, and synthesize information in English.

- instil effective communication skills, including listening, speaking, reading, and writing, to enable students to express themselves confidently and coherently in English.

- integrate modern teaching technologies to enhance the learning experience, providing students with access to authentic language resources and interactive learning platforms.

- implement personalized learning plans to address individual needs, learning styles, and pace, ensuring that each student can maximize their potential in acquiring English language proficiency.

- establish a culture of continuous improvement by regularly assessing and updating curriculum, incorporating feedback from students and educators, and staying abreast of advancements in language teaching methodologies.

- actively engage with the local community to create partnerships, organise language events, and provide language learning opportunities beyond the classroom setting.

- instil a love for lifelong learning, encouraging students to view language acquisition as an ongoing journey, fostering a mindset of curiosity, adaptability, and continuous self-improvement.

THE ENGLISH PREPARATORY PROGRAM

The students of degree programs in English (four-year degree programs of English Language Education, and English Translation and Interpretation; daytime and evening time education of Applied English Translation) are expected to meet the English language requirements. They can prove their English language proficiency by providing a valid score from a YÖK-approved institution, the details of which are given in the list at the bottom. The students who do not have adequate language scores are required to take the ENGLISH PROFICIENCY EXAM which is held once each term: once before the start of the first term of the academic year, and once before the start of the second term of the same academic year. The students in the previously specified degree programs do not need to apply to our school to take this exam as their names are automatically included in the exam lists. Please keep in mind that your eligibility for the English Proficiency Exam depends on the date of your enrolment in the degree program. So be sure to check the date of the exam you are required to take.

For undergraduate students of English Language Education, English Translation and Interpretation, Applied English Translation departments, the valid minimum scores are listed below:

YDS / E-YDS / YÖKDİL 70	(valid for 5 years)
TOEFL IBT 84	(valid for 2 years)
PTE AKADEMİK 71	(valid for 2 years)
CAE B	(valid for 3 years)

(Table.1)

Prior to the commencement of the academic year, students must submit their TOEFL, PTE, CAE, YÖKDİL, E-YDS or YDS examination results to the university. Students who complete these exams and get the required minimum score or above at some time during the academic year can only start studying in their departments in the following academic year.

The students who submit "English proficiency documents" confirming their successful completion of an English Preparatory Program at a Turkish university within the last five years, where the medium of instruction is exclusively English, and those who have attended high school within the last five years in a country where the native language is English, graduating from an institution attended by citizens of those countries, may qualify for exemption from the English Preparatory Program.

PROGRAMS AND PLACEMENT TEST

The students of the four-year degree programs English Language Education, and English Translation and Interpretation are required to finish at least in B1+ level, while the two-year degree program of daytime education and evening time education of Applied English Translation (Vocational School-MYO) students are required to finish at B1 level in the English Preparatory Program. Students who enrolled in the English Preparatory Program of the four-year degree programs are required to take the Placement Test conducted at the beginning and the end of the fall term. Students will be placed in programs fitting their language skill levels according to the first Placement Test, which is between 0 and 50 points. The second Placement Test which will be conducted at the end of the fall term will determine their replacement in the programs according to their language skills. Based on the results of the level placement exam conducted at the beginning of the fall term and the needs analysis, the following programs are offered at our school. (see Table.2)

	Program	Level	Goal	Weekly Course Hours	Total Duration
FALL TERM	**Program 1**	Level 1 (A2) Level 2 (B1)	General English	24 + PACKS	16 weeks
	Program 2	Level 2 (B1)	General English	15+ 5	16 weeks
FALL TERM	**MYO**	A2 LEVEL	General English	15+ 5	16 weeks
SPRING TERM	**Program 1**	Level 3 (B1, B1 +)	General English + Academic English	24 + Packs	16 weeks
	Program 2	Level 3 (B1 +)	General English + Academic English	15 + 5	16 weeks
SPRING TERM	**MYO**	B1 LEVEL	General English	15+ 5	16 weeks

(Table.2)

Note that Vocational School Students (Daytime Education and Evening time Education of Applied English Translation Program) are not placed in Programs 1 or 2 as they are required to finish at B1 level.

PART 2

COURSE DETAILS

A2 LEVEL (LEVEL 1)
Course Description
The A2 Level (Level 1) is crafted for students who obtain a placement exam score ranging from 0 to 20 in the Placement Test which is conducted at the commencement of the academic year. Also, the students of two-year degree programs will be accepted to this level during the first term of the academic year, however, their course length will differ from Program 1 students.

Course Goals
The objective of this course is to provide students with fundamental grammar and vocabulary skills, enabling them to comprehend brief, straightforward texts in both written and spoken formats and to engage in simple communication through writing and speaking.

Course length
The course consists of a 5-week intensive instruction for students of Program 1, which takes 26 hours of face-to-face education per week. For MYO students, the course will take 16 weeks, and 20 hours of face-to-face instruction per week.

Course structure
The A2 Level is divided into three separate courses: for Program 1 students, Main Course (18 hours), Reading & Writing (5 hours), and Grammar (3 hours); for MYO students, Main Course (12 hours), Reading & Writing (5 hours), and Grammar (3 hours). The course materials used in each course are as follows:
- For Main Course, Language Hub Elementary
- For Reading & Writing, Skilful 1
- For Grammar, Oxford Grammar Sense 2

At the end of this level, students will be able to
- understand and use known, everyday expressions and very basic phrases to meet concrete needs.
- introduce themselves or others, communicating through basic questions about where they live, whom they know, what they have, and similar fundamental inquiries.
- communicate at a basic level, provided that the people they are speaking to talk slowly and clearly or are ready to help.
- understand commonly used basic expressions and sentences related to personal, family, shopping, work, and immediate surroundings.

- engage in basic communication by directly exchanging information on familiar topics.
- provide information about their own background and immediate surroundings using simple language and meet immediate needs.

B1 LEVEL (LEVEL 2)
Course Description
The B1 Level (Level 2) is crafted for students who obtain a placement exam score above 21 in the Placement Test which is conducted at the commencement of the academic year. Also, the students of two-year degree programs will be accepted to this level during the second term of the academic year, however, their course length will differ from Program 1 students. Both Program 1 and Program 2 students have to complete this level before commencing to the next level. Program 1 students will have to repeat this level before starting the next level.

Course Goals
The aim of this course is to empower students to elevate their fundamental language skills to a point where they can operate independently across a variety of contexts, both in spoken and written communication.

Course length
The course consists of an 8-week intensive instruction for students of Program 1, which takes 26 hours of face-to-face education per week. For Program 2 students, the course takes 16 weeks, and 20 hours of face-to-face instruction per week. For MYO students, the course will take 16 weeks, and 20 hours of face-to-face instruction per week.

Course structure
The B1 Level is divided into three separate courses: Main Course (18 hours), Reading & Writing (5 hours), and Grammar (3 hours) for Program 1 students; Main Course (12 hours), Reading & Writing (5 hours), and Grammar (3 hours) for Program 2 and MYO students. The course materials used in each course are as follows:
- For Main Course, Language Hub Pre-Intermediate
- For Reading & Writing, Skilful 2
- For Grammar, Oxford Grammar Sense 2

At the end of this level, students will be able to
- understand written and spoken expressions on familiar topics in daily life, work, or school.
- overcome situations encountered during travels or in places where the language is spoken.
- express themselves in simple but coherent texts with connections between ideas in their personal areas of interest or familiar subjects.

B1+ LEVEL (LEVEL 3)
Course Description
The B1+ Level (Level 3) is crafted for students who successfully finish the previous levels. Both Program 1 and Program 2 students finish at this level, and after the successful completion of the course, they will pass the mandatory English preparation school education.

Course Goals
The aim of this course is to enable students to elevate their language skills to a level where they can independently operate across a variety of contexts.

Course length
The course consists of an 8-week intensive instruction for students of Program 1, which takes 26 hours of face-to-face education per week. For Program 2 students, the course will take 16 weeks, and 20 hours of face-to-face instruction per week.

Course structure
The B1 Level is divided into three separate courses: Main Course (18 hours), Reading & Writing (5 hours), and Grammar (3 hours) for Program 1 students; Main Course (12 hours), Reading & Writing (5 hours), and Grammar (3 hours) for Program 2 students. The course materials used in each course are as follows:
- For Main Course, Language Hub Intermediate
- For Reading & Writing, Skilful 3
- For Grammar, Oxford Grammar Sense 3

At the end of this level, students will be able to
- understand most written and spoken expressions on their own areas of interest and general topics.
- comprehend a wide range of materials related to current events or personal and professional interests.
- understand not only simple connected texts on familiar topics but also detailed texts on a variety of subjects.
- deal flexibly with everyday problems, sustain interaction, and exchange a considerable amount of information in various contexts.
- present a perspective on a current issue by providing advantages and disadvantages, reasons, and explanations.
- write somewhat detailed texts on various familiar topics related to personal or professional interests.
- use an extensive vocabulary for their areas of interest and most general subjects.

PART 3

COURSE MATERIALS

COURSEBOOKS:

LANGUAGE HUB ELEMENTARY & PRE-INT. & INT. SB WITH STUDENT'S APP

Siirt University SFOL English Preparation Program uses **Language Hub Elementary & Pre-Int. & Int. Sb with Student's App, and Skilful 2nd Edition Reading & Writing 1-2-3 with Student's App**, all of which are a part of Macmillan Education, a renowned publisher of educational books and resources across various subjects and disciplines. Their books cover a wide range of topics, including language learning, STEM, social sciences, humanities, and more. In this sense, the books used in Siirt SFOL English Preparation Program support students to develop 21 essential skills such as critical thinking, text analysis, and digital literacies. As the aim of our program is to improve these skills, Language Hub's book will provide as many activities as possible. Also, there are other reasons why Siirt Prep Program chose these books. These are;

- Comprehensive Content: Macmillan Education books provide comprehensive coverage of the subject matter, ensuring that students have access to all the necessary information and concepts.
- Engaging and Interactive: The books are designed to be engaging and interactive, using a variety of visuals, illustrations, and activities to enhance the learning experience.
- Rigorous Standards: Macmillan Education maintains high standards of quality in their books, ensuring accuracy, reliability, and relevance of the content. The books are often written by subject matter experts and experienced educators.
- Alignment with Curriculum: Macmillan Education books are often aligned with national and international curriculum standards, making them suitable for classroom use and exam preparation.
- Supporting Resources: Along with the books, Macmillan Education provides additional online resources, such as interactive exercises, audio and video materials, and teacher's guides, to further support learning and teaching.
- Differentiated Instruction: Many of their books offer differentiated instruction, catering to the diverse learning needs of students. This may include levelled exercises, extension activities, and additional practice materials.
- Technological Integration: Macmillan Education incorporates technology into its books, allowing students to access digital content, interactive quizzes, and multimedia resources.
- Teacher Support: Macmillan Education offers professional development resources and support for teachers, including training workshops, lesson plans, and online communities.

- Global Perspective: Many of their books provide a global perspective, encouraging students to develop an understanding of different cultures, perspectives, and global issues.

Macmillan Education's books, especially Language Hub and Skilful editions, are known for their high-quality content, interactive approach, and comprehensive support for both students and teachers. These books will enable our students and lecturers to engage in the activities in better ways, and therefore Siirt Prep-Program will provide productive terms for both sides.

Language Hub Online and Other Tools

The coursebooks are accompanied by their app, which support learners in becoming efficient and autonomous in their studies. These online tools have productive benefits for students. Several benefits offered by The LANGUAGE HUB tool by Macmillan Education are as below:

- Communicative Approach: The LANGUAGE HUB tool follows a communicative approach to language learning, focusing on developing students' ability to communicate effectively in real-life situations. They encourages active participation and interaction in the target language.
- Comprehensive Skills Development: This LANGUAGE HUB tool covers all four language skills - listening, speaking, reading, and writing - providing ample opportunities for students to practice and improve their proficiency in each area.
- Engaging and Authentic Content: The LANGUAGE HUB books and its online tool include a variety of engaging and authentic texts, such as articles, interviews, and dialogues, which expose learners to real-world language usage. This helps students develop their comprehension skills and exposes them to different vocabulary and grammar structures.
- Integrated Grammar and Vocabulary Practice: This tool integrates grammar and vocabulary exercises within the context of the texts and activities, allowing students to grasp the rules and usage naturally. This approach enhances their understanding and retention of language structures.
- Interactive Activities: The LANGUAGE HUB Online tool includes a range of interactive activities, which promote active engagement and collaboration among students. These activities help improve fluency and confidence in using the language.
- Cultural Awareness: The online tool incorporates cultural elements to provide learners with insights into the target language's culture and customs. This fosters a deeper understanding of the language and promotes intercultural competence.
- Online Resources: The LANGUAGE HUB books are often accompanied by online resources, such as audio recordings, interactive exercises, and additional practice materials. These resources further enhance the learning experience and provide opportunities for self-study and reinforcement.

- Teacher Support: Macmillan Education offers comprehensive support for teachers using the LANGUAGE HUB books, including teacher's guides, lesson plans, and access to online teaching resources. This support assists teachers in delivering effective lessons and facilitating student progress.

The LANGUAGE HUB Online and other tools from Macmillan Education offer a well-rounded approach to language learning, focusing on communication, authentic content, and interactive activities. It provides learners with the necessary tools and resources to improve their language skills effectively.

SKILLFUL 2ND EDITION 1-2-3 READING & WRITING

The LANGUAGE SKILLFUL 2nd Edition Reading & Writing books by Macmillan Education offer several benefits for language learners. They are used in Reading & Writing course. Here are some of the advantages:

- Academic and Professional Focus: The book is designed to develop the specific reading and writing skills needed for academic and professional contexts. It helps learners improve their ability to comprehend and analyse complex texts, as well as express their ideas effectively in writing.
- Authentic and Diverse Texts: The LANGUAGE SKILLFUL 2nd Edition Reading & Writing books incorporate a range of authentic reading texts, such as articles, reports, and academic papers. This exposes learners to real-world language usage and helps them develop their reading comprehension skills.
- Critical Thinking and Analysis: The books focus on developing learners' critical thinking skills through activities that require analysis, evaluation, and synthesis of information. This helps learners become more independent and effective readers and writers.
- Integrated Skills Approach: The LANGUAGE SKILLFUL 2nd Edition Reading & Writing books integrate reading and writing skills, allowing learners to practice and apply what they have learned in both areas. This reinforces the connection between these skills and enhances overall language proficiency.
- Vocabulary and Grammar Development: The books include exercises and activities that focus on expanding learners' vocabulary and improving their understanding and use of grammar structures. This supports their reading and writing development.
- Writing Process Guidance: The LANGUAGE SKILLFUL 2nd Edition Reading & Writing books guide learners through the writing process, from brainstorming ideas to revising and editing their work. It provides learners with strategies and techniques to improve their writing skills.
- Online Resources: The book is often accompanied by online resources, such as audio recordings, additional practice exercises, and interactive activities. These resources provide learners with further opportunities for self-study, reinforcement, and feedback.

- Academic and Exam Preparation: The LANGUAGE SKILLFUL 2nd Edition Reading & Writing book helps learners develop the skills needed for academic success and prepares them for language proficiency exams, such as IELTS or TOEFL.

It's important to note that the effectiveness of any educational material can vary depending on individual preferences, learning styles, and the guidance of teachers. Therefore, we have reviewed sample materials and sought feedback from educators or learners who have used the LANGUAGE SKILLFUL 2nd Edition Reading & Writing book for a more informed opinion.

PART 4

ONLINE LEARNING SYSTEM

Macmillaneducationeverywhere.com serves as the online component for the Language Hub and Skilful course books which are utilised at the A2, B1 and B1+ levels within our program. It encompasses the digital homework of the course book and grants access to the e-book as well.

Macmillaneducationeverywhere.com presents a diverse array of interactive activities, tasks, and tests. Students can access this medium through any browser, via their PCs and/or phones, they can start learning anytime and anywhere they have internet access. **Macmillaneducationeverywhere** is also available as a free-of-charge app that can downloaded to Android, Windows, Linux (Ubuntu), or Apple systems (MacOS, Apple iOS). They can engage with tasks that align with the units in the curriculum, making this platform a valuable resource for self-study. During online exercises, students receive hints through hint boxes to guide them in completing tasks and receive automatic feedback on their performance. Additionally, students can monitor their progress using this online tool.

HOW TO ACCESS THE ONLINE SYSTEMS?

After you purchase your books, follow these steps below (*with the courtesy of the Macmillan Publishing / UES Turkey*):

First step is to create your student account on the Macmillan platform:
1. Visit http://www.macmillaneducationeverywhere.com to create an account. Click on the "Register" button, and in the next window, press the "Register a new account" button.
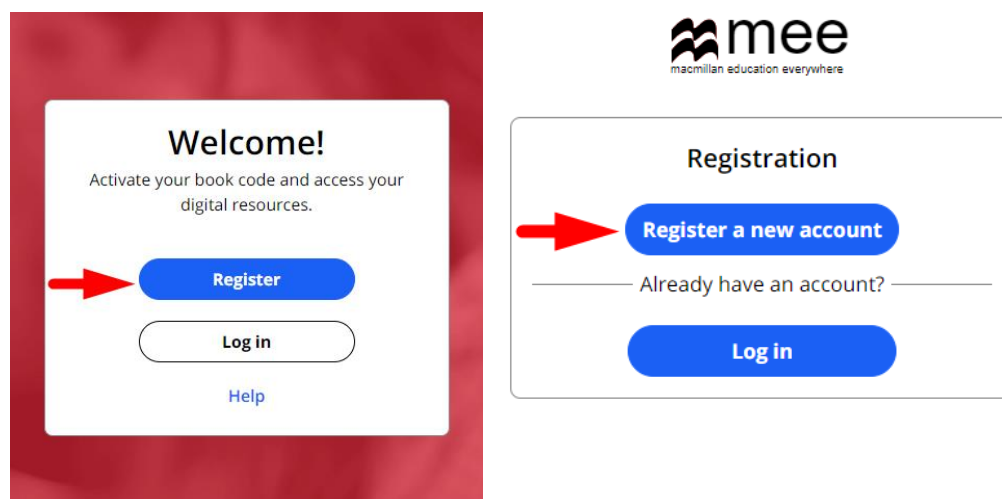
2. Under the title "**Role**" select the option "**Student**". Choose Turkey from the "**Region**" section, then click the "**Next**" button. In the next window, check the option "**16 years or older**" and press the "**Next**" button.

3. When creating your account, enter your full name, including your first name and last name, exactly as it appears in school records. Example: **Ayşe Deniz**

a. When entering your username, do not use "UPPERCASE" letters or "Turkish characters" (İı, Üü, Öö, Çç, Ğğ, Şş, etc.). Example: **aysedeniz**

b. Your password must be a minimum of 12 characters long. Please make a note of your username and password and do not lose them.

c. In the "Email" section, enter the **edu.tr** extension email address provided by your school. Example: **aysedeniz@stu.edu.tr**

Note: You can create multiple accounts with the same email address. If the email address is used in multiple accounts, you will see a

warning in [this link](#). Please check the confirmation box below the warning and complete the account creation steps. We do not recommend linking your Macmillan account created for possible future issues with your Google account using the "Register using Google" option. If you have already linked, you can continue to use it.

4. When you enter all the information as requested, you will see the message "**Account successfully created**." You can log in to your account by clicking the "**Go to Macmillan Education Everywhere**" button on the screen.
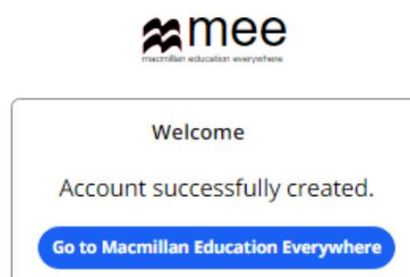
5. For your subsequent accesses, you can log in to the system by clicking the "**Log in**" button on http://www.macmillaneducationeverywhere.com using the username and password you created earlier.
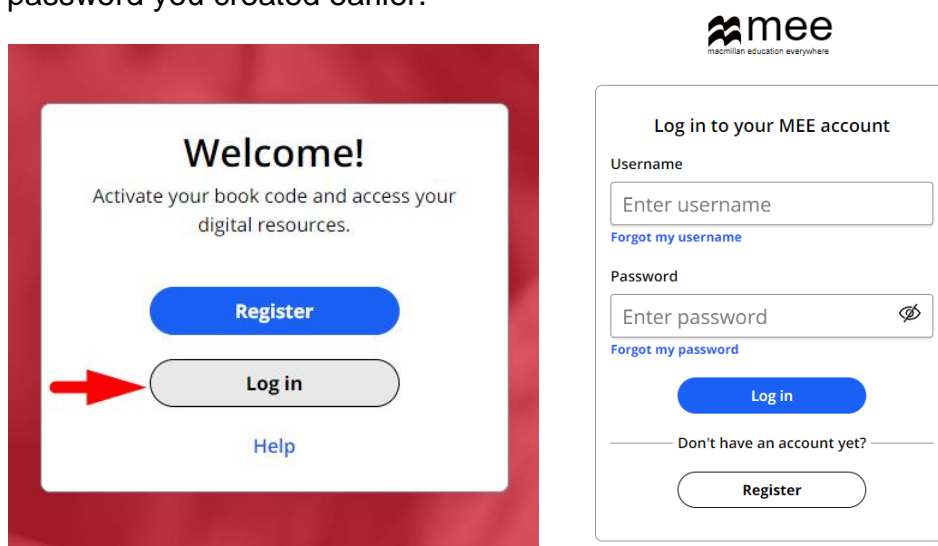

6. When you create your account and log in for the first time, your account will appear empty.
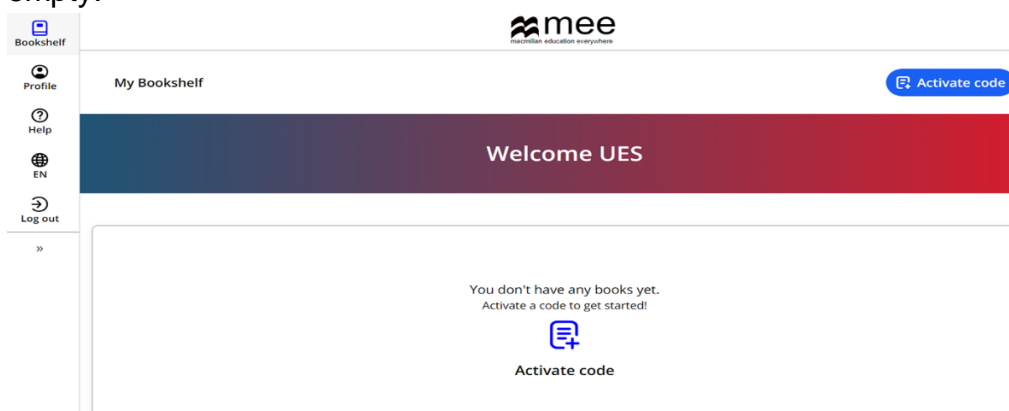
**7. Activate the access key from your book in your account:**
To associate your book or books with your account, activate the code found
on the inside page of the book cover. Student access codes for the Macmillan
Education Student App can be found on the inside cover of your Student's Book. The
code has a maximum of 21 letters and numbers. In some books, there may be silver-
colored foil covering the code. Scratch off this foil to access the code. Please perform
the scratching process carefully, as you may damage the code, rendering it
unreadable. If the code is damaged, you should follow the instructions in this link."
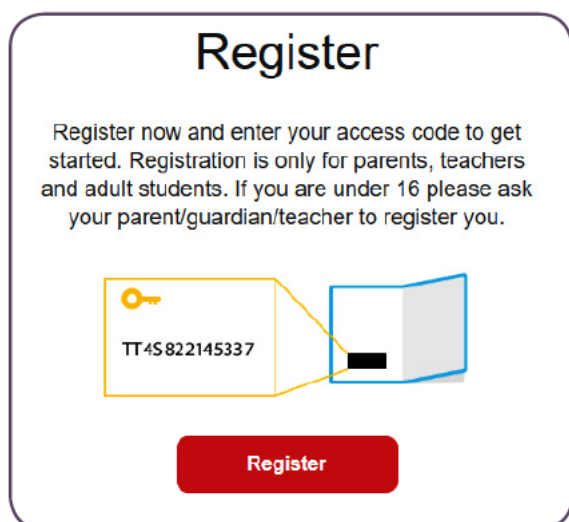
8. Click on one of the **Activate Code** options you see on the screen. Both **Activate Code** options will redirect you to the window where you need to enter the code. Write the book code in the opened window.
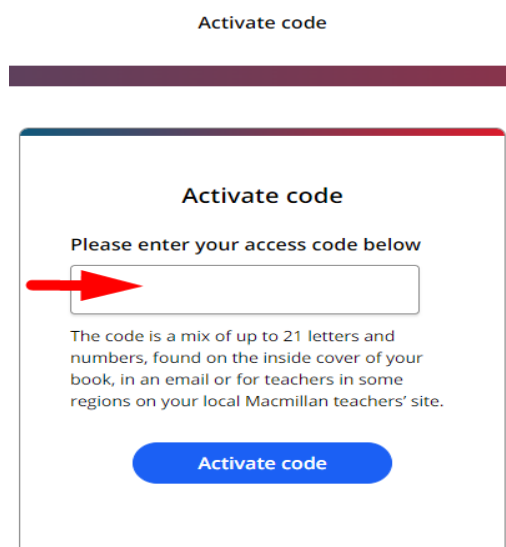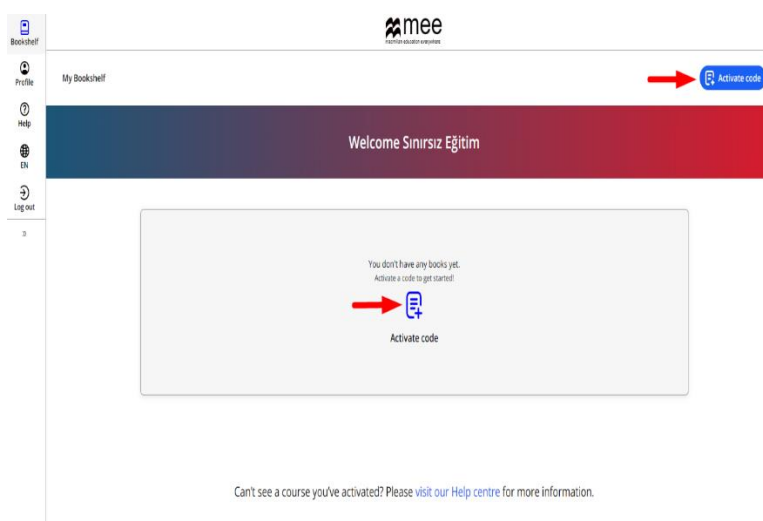
9. After entering your code, press the **Activate Code** button. You will see the message '**The book has been successfully assigned to your account**' on the screen. Click on the '**Go to My Bookshelf**' button below the message. You will be directed to the section where your books are located, the library.
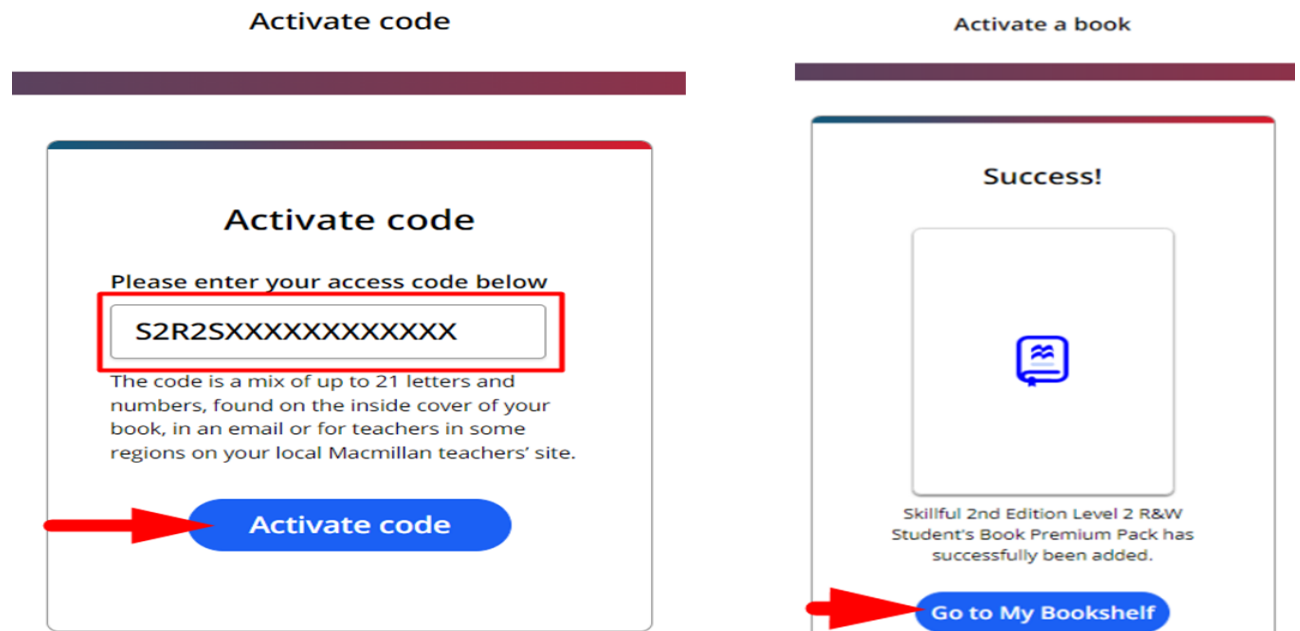
10. Your book has been identified to your account. Now you can activate the code of the other book that you will be using this term in your account as described.
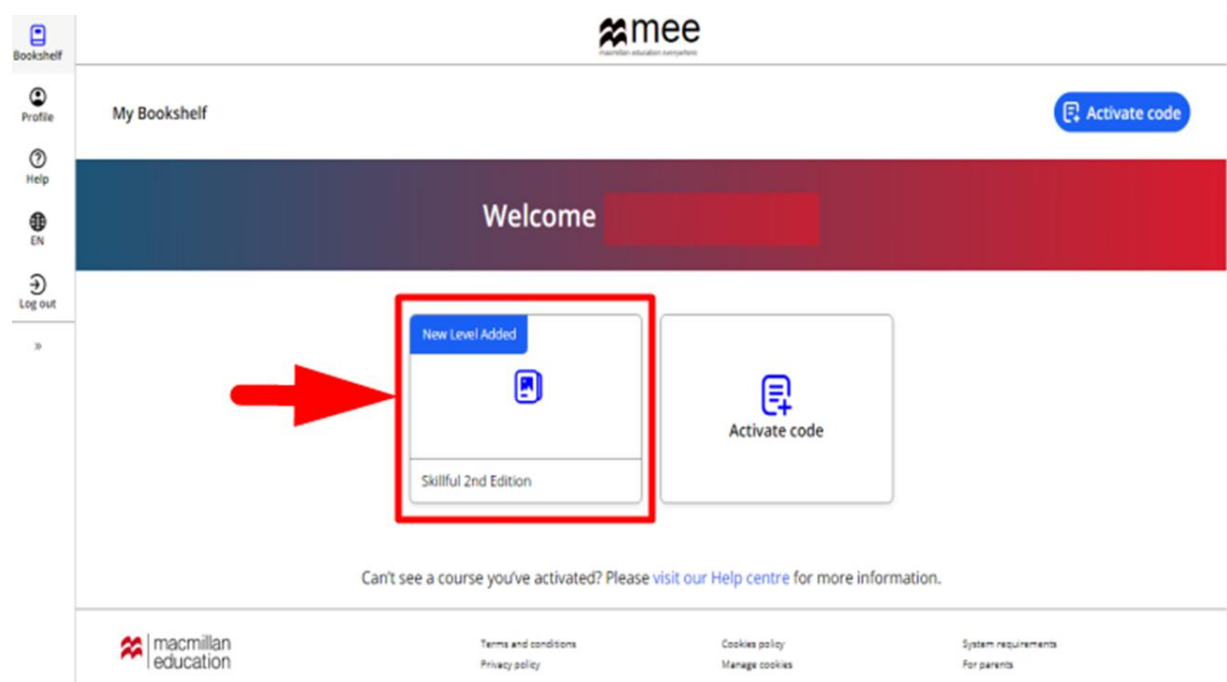
11. Join the Language Hub class:

First, go to www.macmillaneducationeverywhere.com. Click on the **Log in** button. Log in to the portal with your username and password. Then, click on the book name for the class you will join.
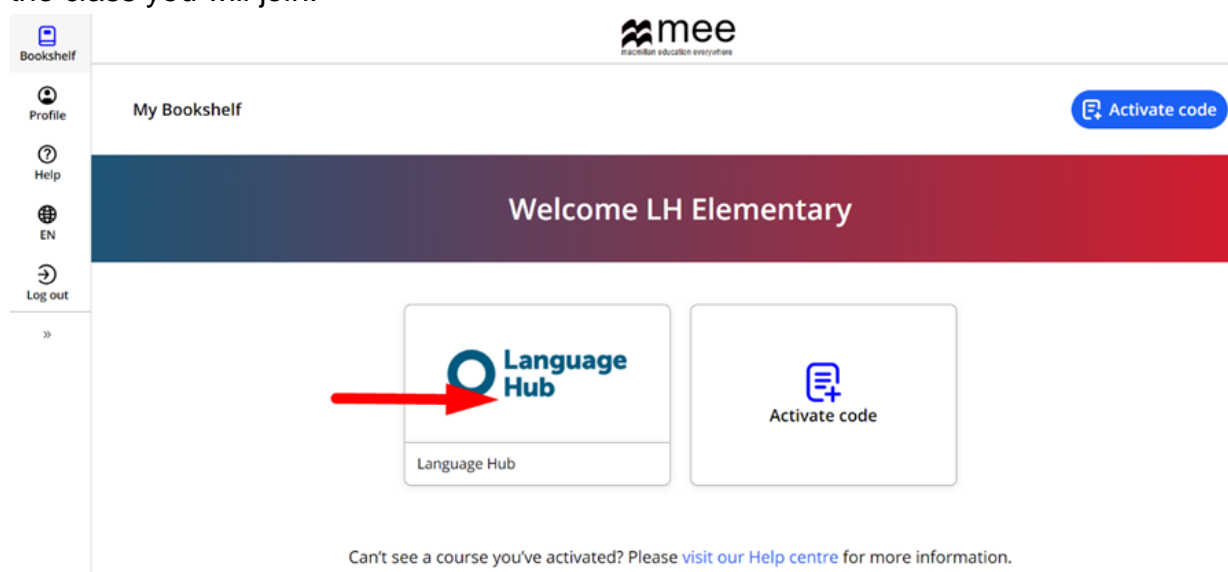
12. Click on the '**View**' button on the right side of the **Macmillan Education Student app** line.

13. Click on the '**View**' button to the right of the '**View in browser**' line and log in to the platform online. If you pref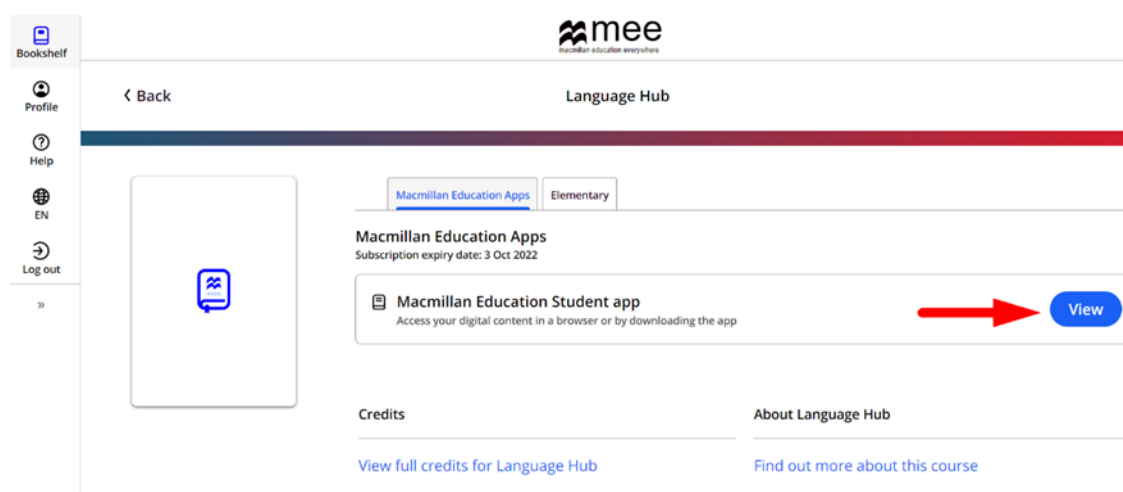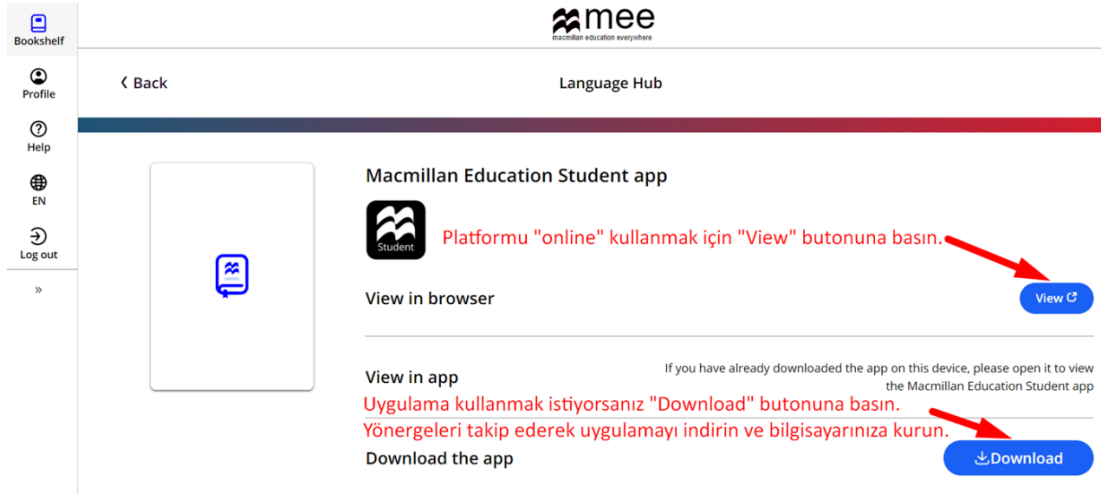er to use a desktop application on your computer, click the '**Download**' button and follow the instructions to install the application on your computer.

14. In the opened window, you will see the book you identified in your account and a menu with different sections such as **Courses, Homework, Challenge** at the bottom. Click on the '**More**' button on the far right.
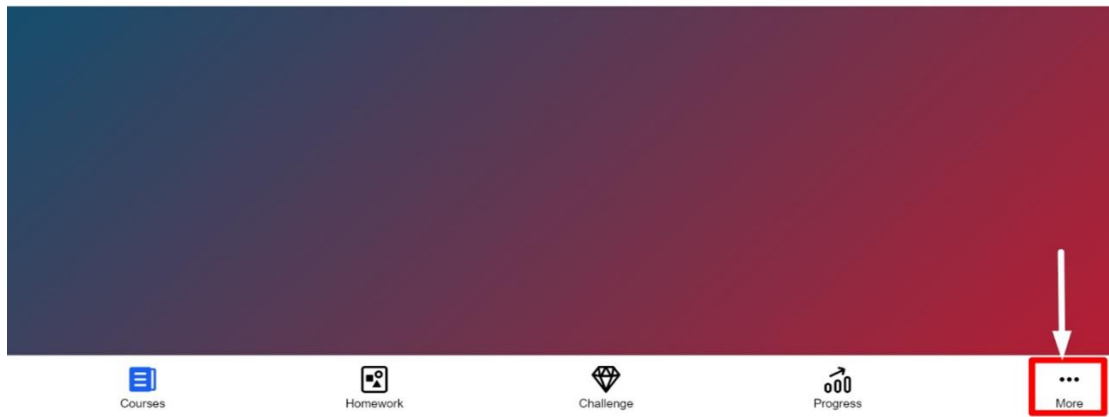
15. In the opened window, enter the class code provided to you into the middle field, and click on the '**Join class**' button.

16. You will see a message confirming that you have joined the class and displaying your class name on the screen. Click on the '**Ok**' button to close the message. In the middle of the screen, you will see how many classes you have joined and their names.
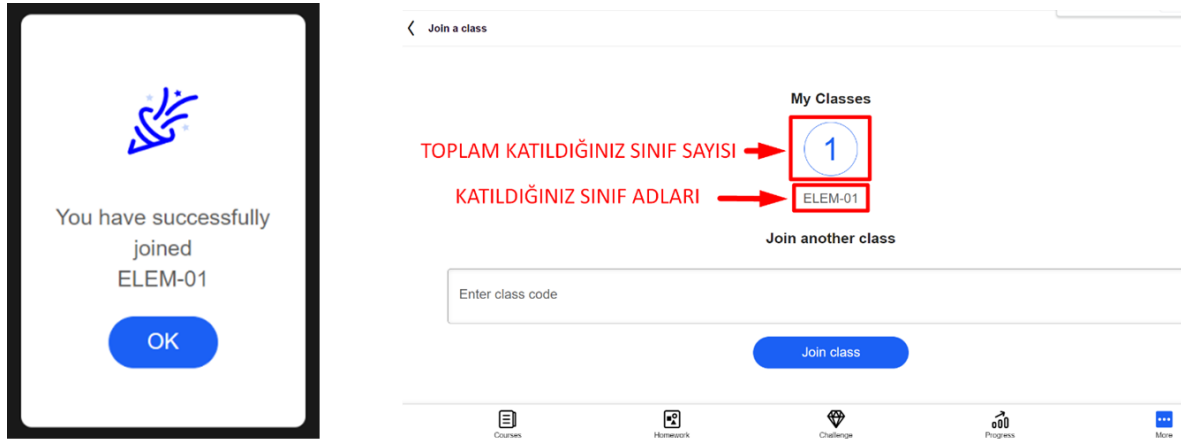
17. Complete your assignments in the Language Hub class.

IMPORTANT:
It is recommended that you complete your assignments, if possible, from a desktop or laptop computer to have a better view of the entire screen.
After joining the class, you can find the assignments given within 24 hours under the '**Homework**' section. Click on the '**Homework**' button on the screen to view your assignments.

18. On the screen, under the '**To do**' tab, you will see a list of assignments you are responsible for, along with their deadlines. In the '**Completed**' tab, you will find the assignments you have finished. Since you haven't completed any assignments yet, this section will be empty. Click on the assignment you want to work on.
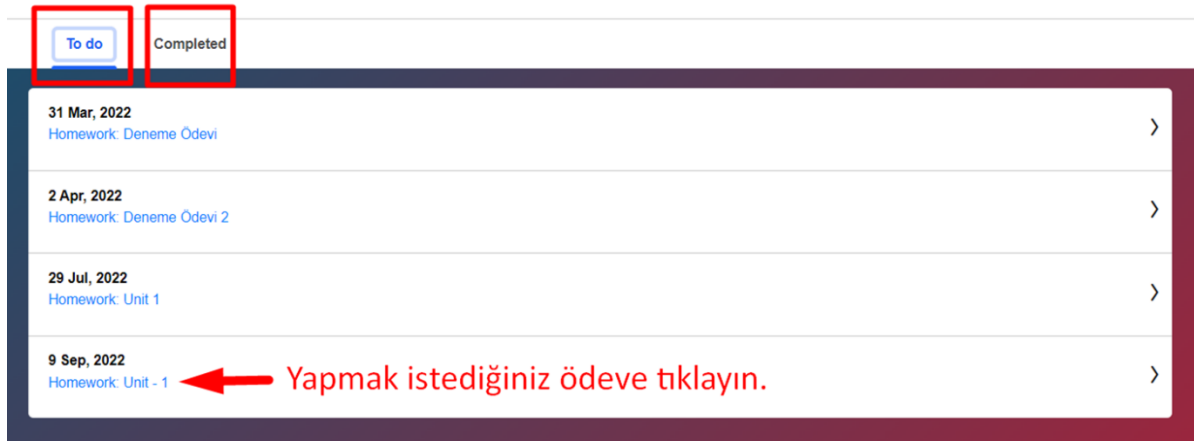
19. When you click on one of the assignments, an information window will open. Here, you can see the exercises to be completed and the ones already finished. Since the assignment has not been done yet, the '**Done**' section shows '**0**.' You can start the exercises by clicking the '**Start**' button.
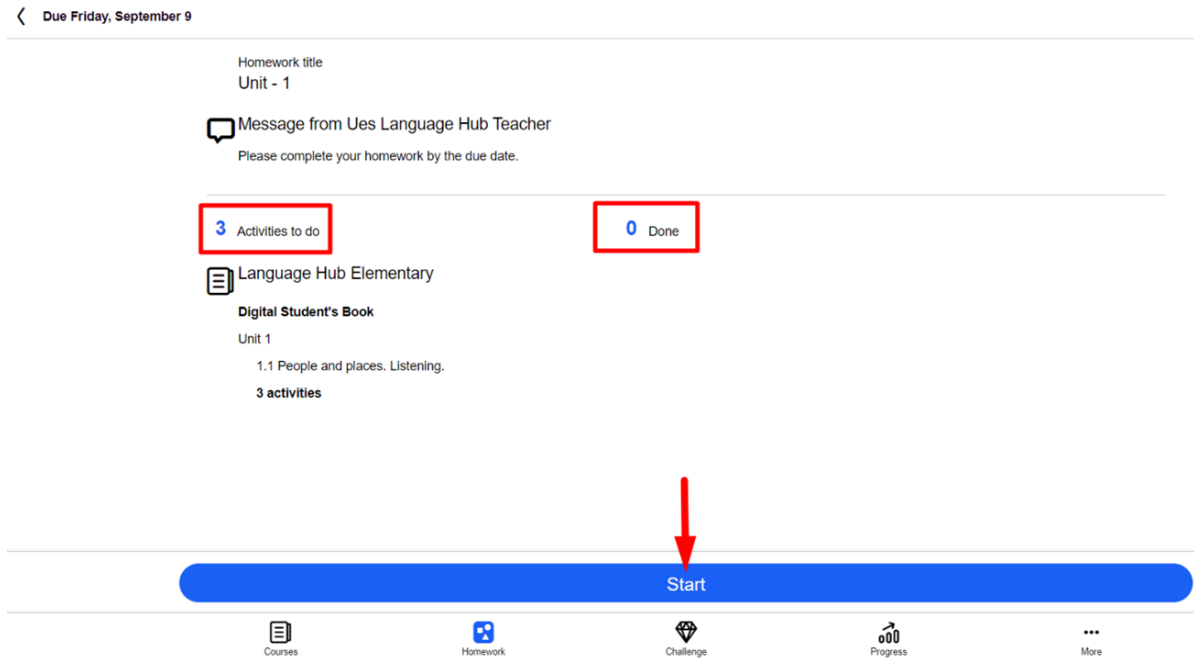
20. You can switch to full-screen mode to complete the exercise more comfortably. When you finish, click the '**Check**' button.

21. When you click the '**Check**' button to review your answers, correct and incorrect responses will be displayed on the screen. You can repeat the exercise by clicking the '**Try again**' button, and you are given a total of three attempts. The highest score you achieve after all attempts will be recorded as your success score in the system for this exercise. Clicking the '**Next**' button will bring up the next exercise. You can switch between exercises using the arrows in the top left corner of the exercise window.

22. When you complete the exercises, you will see the '**Done**' button on the screen. Click the button and return to the screen where you can view your assignments.
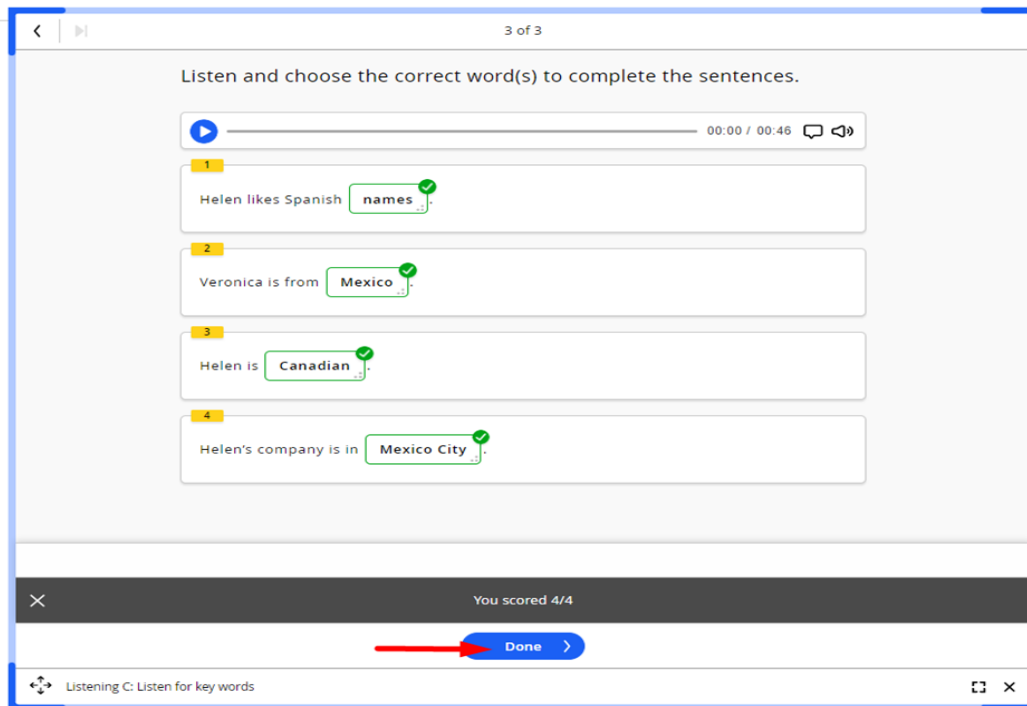
23. When you have completed all your activities, you will see '**0**' in the **'Activities to do**' section. If you haven't used up your trial attempts, you can click the '**Try again**' button to improve your score by redoing the exercises.
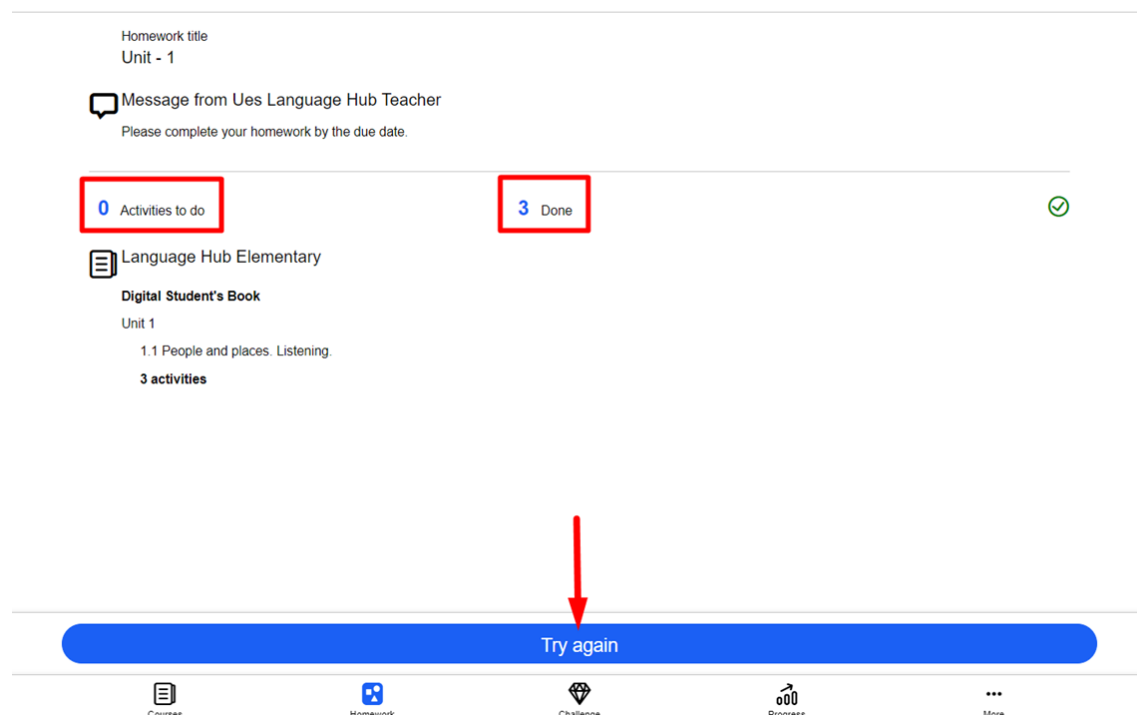
24. The assignment you have completed will be removed from the '**To do**' section and will appear under the '**Completed**' tab. You can proceed to the next assignment.
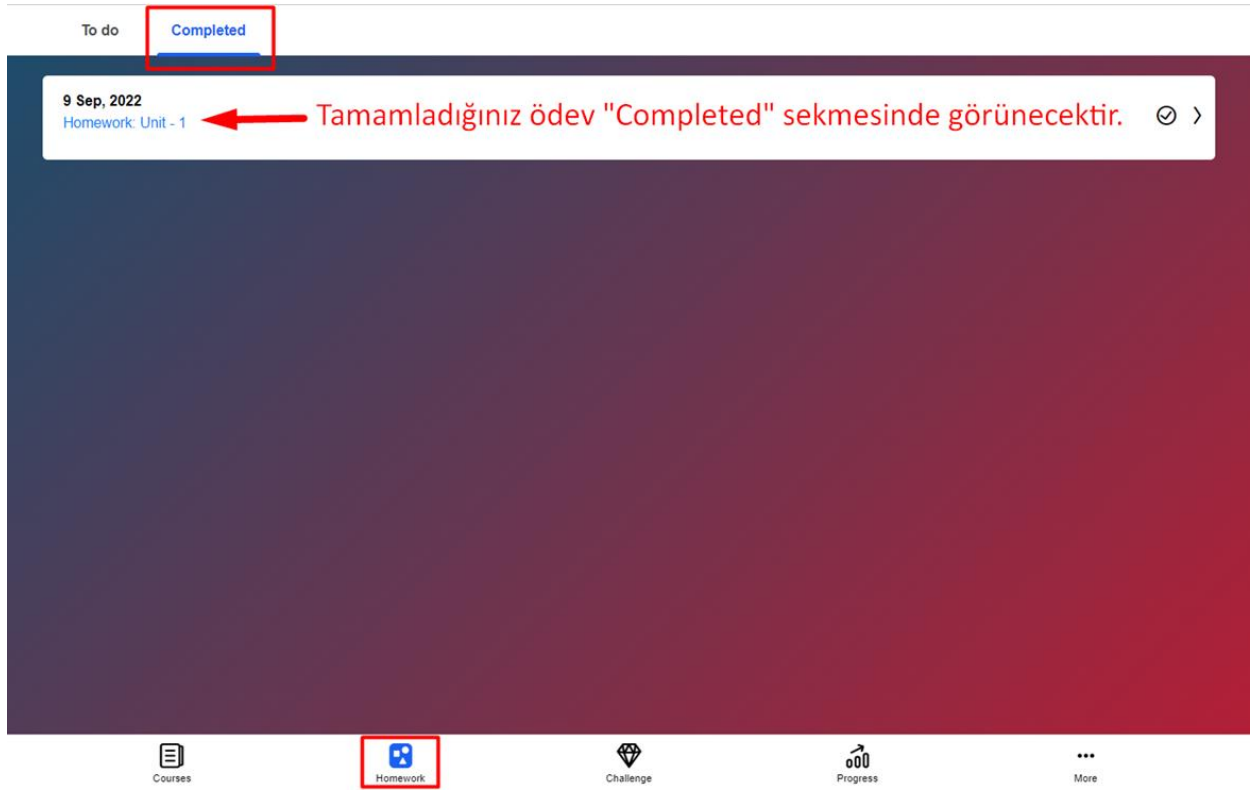
For instructional videos, please click on this link!

You can find answers to your questions at the following address, or you can contact us through the live support hotline by clicking the **Macmillan Support** button in the bottom right corner of the site. Macmillan Support Team is available weekdays from **09:00 to 18:00**.

UES Turkey Macmillan Support Centre (**https://macmillan.tawk.help/**)

For questions other than guide content, you can reach Macmillan via email university.support@eltturkey.com. Please remember to include school, class, account name, book code, etc., details in your email!

UES Technical Support Team (**university.support@eltturkey.com**)

PART 5

ASSESSMENT AND TESTING

Students enrolled in programs in taught in English are required to prove their competence in that language either by submitting an adequate score of the YÖK-recognised institutions, or by entering and succeeding in the English Proficiency exam held before the start of the semester for each academic year. Here is some useful information regarding the English Proficiency Exam:

What is the English Proficiency Exam?

The English Proficiency Examination serves as an evaluative measure to gauge the English language competence of students, potentially granting them an exemption from enrolling in the English Preparatory Program.

How many times is it held in one academic year?

The English Proficiency Exam is scheduled for administration on two occasions within the academic year, firstly during the month of September, and secondly in January-February.

What is the date, time, and place of the English Proficiency Exam?

The necessary information regarding the date, time, and location of the exam will be announced on the website and in announcements of the School of Foreign Languages. Please DIRECTLY CONTACT THE SCHOOL OF FOREIGN LANGUAGES as other institutions might not have the correct information regarding its specifics.

Do I need to register for the English Proficiency Exam?

No, you do not. Every student who is enrolled in a degree program taught in English has to take this exam. As a result, the information of these students is submitted to our related department before the exam.

What is the passing grade for the English Proficiency Exam?

Students are required to score a minimum of 70 out of 100, which is also the passing grade for students in Programs 1 and 2, and MYO sections, in order to pass their English Proficiency Exam to exempt from enrolling the English Preparatory Program.

What are the components of the English Proficiency Exam?

Written Exam assesses the Reading and Listening skills of the students, and their knowledge of vocabulary and grammar.

Writing exam assesses the students' Writing skills.

Speaking Exam assesses the students' Speaking skills.

You can find more detailed information and sample English Proficiency Exams in *PART 7 (SAMPLE EXAMS)* of this booklet.

Is it possible to obtain an exemption from the English Preparatory Program without taking the English Proficiency Exam?

In order for a student to be granted an exemption from the English Preparatory Program, they must attain a satisfactory score in an international examination whose equivalency is acknowledged by Siirt University. Students who are exempt from the mandatory preparatory class are as follows:

(a) Students who are newly enrolled in higher education programs where the mandatory foreign language preparatory class is offered and who obtain a sufficient score from the Exemption Exam applied at the beginning of the academic year in which they registered,

(b) Those who have successfully completed the preparatory class in the relevant language at another higher education institution, either abroad or within the country,

(c) Students who have obtained a score equivalent to at least 70 in internationally recognized exams such as YDS, YÖKDİL, or those recognized by ÖSYM, (detailed information about the minimum scores is listed on *page 5* of this booklet)

(d) Those who, for at least the past three years, have attended secondary education institutions in a foreign country where the language of instruction is the native language of that country and have completed their secondary education in such institutions.

Students wishing to be exempt from the preparatory class must submit the required documents to the School of Foreign Languages student affairs office with a written petition no later than 2 (two) days before the English Proficiency Exam. Applications for exemption made after this date will not be considered.

ASSESSMENT TOOLS IN A MODULE

1. End of Unit Tests

End of Unit assessments are routinely administered to monitor the ongoing progress of learners in the domains of grammar, vocabulary, reading comprehension, and listening. These assessments are structured to encompass questions that derive from the instructional content presented within the classroom and through online educational platforms

2. Speaking Task

This assessment tool is employed to gauge students' speaking proficiency in accordance with the corresponding levels established by the Common European Framework (CEF). The evaluation encompasses a range of tasks, encompassing the description of urban settings and the articulation of students' opinions on familiar subjects. The students are expected to substantiate their viewpoints by providing reasoned arguments and pertinent details, with the complexity of the tasks varying based on their proficiency levels.

3. Collaborative Tasks

The primary aim of collaborative tasks is to afford students ample opportunities for English language engagement. Central to these tasks are active participation and the endeavour to communicate in English throughout all phases of the collaborative activities. To prepare for these tasks, students convene with their assigned partners or group members through various communication platforms such as Teams, Zoom, WhatsApp video calls, among others, outside the regular class hours.

4. Performance Grade

The participation grade serves as an incentive for students to attend class prepared, complete daily asynchronous assignments, and actively engage in classroom activities. This grade is divided into two equal components: one-half is based on students' performance in daily tasks, while the other half is determined by their participation during in-class sessions.

5. Process Writing

There are 8 process writing tasks. Students need to submit at least two drafts and keep editing their drafts based on the teacher's feedback until getting a complete.

6. Mid-Term Exams

There will be a total of two midterm exams, one in the fall semester and one in the spring semester. These exams are conducted to assess students' performance throughout the semester in a summative manner.

7. Final Exam

At the end of year, learners take Final Exam and are assessed on the items covered throughout the preparation program specifically; Vocabulary, Reading, Use of English, Writing and Speaking.

OVERALL IMPACT OF ASSIGNMENTS AND EXAMS

Mid-term Exams: One each semester	**% 30**
Unit tests, term projects, presentations, and Portfolio	**% 10**
Online & In-class Homework	**% 20**
Final: At the end of the second semester	**% 40**

(Table.3)

GRADE DESCRIPTORS FOR ASSESSMENT

The overall grade at the end of the academic year will indicate the accomplishment level of learners, which is described as below:

0-40	signifies minimal achievement of the level objectives, and very few of the learning goals are fully accomplished
41-54	signifies a limited grasp of the level objectives, with only a few learning goals being fully accomplished
55-69	signifies an inadequate grasp of the level objectives, with only some of the learning goals being fully accomplished
70-84	signifies a satisfactory grasp of the level objectives, with a substantial number of learning goals being fully accomplished
85-100	signifies a thorough understanding, with almost all learning goals being fully accomplished

(Table.4)

At the end of the spring semester, students who have an overall score of 85 or higher (excluding the Final Exam), are exempt from taking the Final Exam as they will be considered to have finished English Preparation Program with higher accomplishment. These students will be considered to have successfully finished the prep program and can directly register with their respective departments at the start of the next academic year.

PART 6

STUDENT AFFAIRS

Our students can come to the Student Affairs Office for document submissions like health reports or inquiries related to absenteeism, exam/lesson schedules, and makeup exams. The Student Affairs staff handles most grade change/attendance change and student identification requests. For more information, please contact yadyo@siirt.edu.tr.

SFOL ORIENTATION FOR ENGLISH PREPARATION PROGRAM

At the start of each academic year, SFOL holds an orientation program for newly registered students in the English Preparation Program. Attending the SFOL Orientation program is essential as it offers comprehensive details about the English Preparatory Program. All relevant information regarding the program will be thoroughly covered during the orientation, addressing any questions students may have. Failure to participate in the orientation could result in missing crucial information about academic subjects and responsibilities within the English Preparatory Program. The dates and times of the Orientation Program will be released on the Siirt SFOL webpage, as well as the announcement of the English Proficiency Exam results. For more information, please visit https://yabancidiller.siirt.edu.tr/.

STUDENT INFORMATION SYSTEM (OBS)

All students enrolled in Siirt University are required to use the Student Information System (OBS) with their username and password, all of which they can acquire from Student Affairs Office. You can learn about your grades and absenteeism hours from https://obs.siirt.edu.tr/.
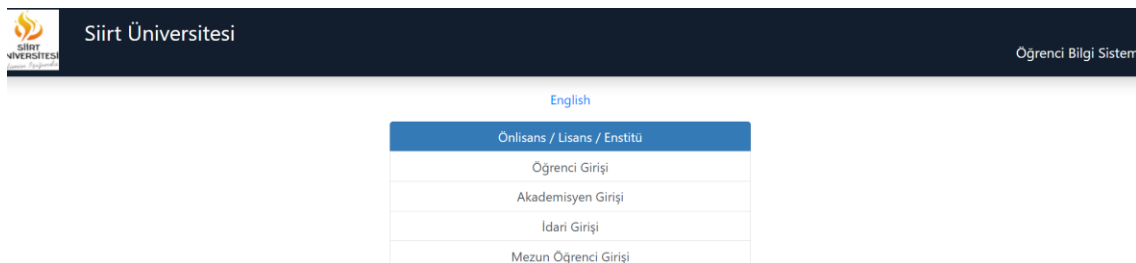
ATTENDANCE AND MAKE-UP EXAM POLICY

In Siirt SFOL, attendance is mandatory, and students must attend **at least 85% of lessons** throughout the year, which takes 96 hours per academic year. Students can submit their medical reports for the exams they missed to the Student Affairs Office, and the general procedure relating make-up exams will be applied according to the university's regulations regarding this subject. There are make-ups only for mid-term exams, however, quizzes and in-class assignments are exempted as they require the regular attendance of students. In addition, there is only one make-up for English Proficiency Exam, provided that the students submit necessary papers regarding their excuse for missing that particular exam. In this occasion, the university's general regulations will be applied. For more information, refer to Siirt University's webpage regarding the rules and regulations that apply to make-up exams in general: https://oidb.siirt.edu.tr/detay/yonetmelik-mevzuat/213326.html

PART 7

SAMPLE EXAMS

ENGLISH PROFICIENCY EXAM

NAME:
LAST NAME:
STUDENT ID:

CHOOSE THE BEST OPTION FOR EACH
QUESTION. (50 POINTS)

1) You should read this novel. It's been
_____ recommended by all the critics.
a) highly
b) fully
c) truly
d) deeply

2) I always _____ my photos to my social
media account.
a) upload
b) download
c) log in
d) log off

3) Bob: Why do researchers conduct so many
experiments?
 Cathrine: Because they - - - -----.
a) are following the science programs on TV
b) want to develop new cures for illnesses
c) heat the test tubes on the Bunsen burner
d) are interested in some tourist attractions

4) Nick : - - - - ?
 Cathy : Yes, I am. Because I am a student at
the Faculty Of Medicine.
a) Do you know any genetic engineer?
b) What were scientific achievements?
c) Are you interested in nanomedicine?
d) Are you studying on hidden universe?

5) Some ……. changed the world. One of them
was Archimedes. He ……. the water screw.
a) discoveries / discovered
b) inventions / discovered
c) discoveries / invented
d) inventors / invented

6) Hatay is a great city for a summer holiday.
It's …….. in the south of Turkey, on the coast
of Mediterranean Sea. It has many tourist
attractions and delicious cuisine.
a) language
b) accommodation
c) official language
d) located

7) Cihan : Where were you on holiday?
 Merve: I was in Siirt.
 Cihan : What are some historical places of it?
 Merve : ……………………………..
a) Büryan and Pırtike Soup
b) Güres street and hotels.
c) Great Mosque and Veysel Karani Tomb
d) Sandy beaches and comfortable hotels

8)) Sam …… to save the environment
a) turns on electronic devices
b) always drives his car
c) buys eco-friendly products
d) watches TV

9) Bill: ………………….. do you cook?
 Tim: ……………………. My mother does.
a) when / at midnight
c) how much / always
b) how often / never
d) what time / on Sunday

10) Select the odd one out.
a) honest   c) short
b) kind   d) funny

11) A true friend must be …………
a) rude   c) dishonest
b) stingy   d) reliable

12) Left –brained people think………. Solving
problem and working with numbers are their
favourite activities because they like working
with details.
a) rationally   c) holistically
b) intuitively   d) funny

13) ……I was studying English,my
friends……football.
a) while/ were playing
b) when / plays
c) while / are playing
d) when / will play

14) Which one is a conversation rule of asking
for attention?
a) That is incredible! You are joking.
b) Really? Never
c) Are you listening?
d) See you later.

15) When the door bell …….. I
…………studying my lesson.
a) ring / was   c) ring / were
b) rang / am   d) rang /was

32

16) I…………. in Tillo…………. last September.
a) have been lived / for
b) have been living/ for
c) have living / since
d) have been living/since

17) " a chance to do something" means
…………..
a) entire
b) envy
c) opportunity
d) worth seeing

18) I have made up my mind. I am going to study biology of nuclear. "made up mind" means……
a) to decide
b) read
c) interest
d) invention

19) The exam was…… difficult … nobody could pass it.
a) such/that
b) so/that
c) so that/that
d) enough/too

20) I would rather………… a book than ………. games
a) reading/ playing
b) read / play
c) reading/ play
d) read / playing

21) My family visited me last week so I was over the moon. "over the moon." means……
a) happy
b) immediately
c) get stressed
d) impolite

22) During lesson you should listen to your teacher carefully …………… take notes ……………… you can understand the subject very well.
a) And / so that
b) Because / in case
c) And / in case
d) But / so that

23) The woman who sat next to me on the plane was very anxious because she …………… on plane before.

a) had never been
b) has never been
c) never was
d) never is

24) My sister ………… to work for a tourism company but now she is continuing her education.
a) is used
b) got used
c) used
d) was used

25) If you had made your attitude more understandable, he …………… that way.
a) wouldn't have thought
b) shouldn't have thought
c) couldn't have thought
d) hasn't thought

26) After he met Jane, he has become a ……… person than he was.
a) good
b) more good
c) better
d) best

27) I would ……… choose this dress if I were her.
a) surprisingly
b) interestingly
c) definitely
d) perfectly

28) The amount of organically grown food on sale has _____ enormously in recent years.
a) built
b) lifted
c) increased
d) diminished

29) This is a secret. I'd rather you …………… anything to anybody about it.
a) shouldn't tell
b) don't tell
c) haven't told
d) didn't tell

30) By the time Eric ……… at the airport, his flight had already departed.
a) has arrived
b) arrived
c) was arriving
d) arrives

FOR THE QUESTIONS 31-35, LISTEN TO THE AUDIO 1.
Two people talking about a business trip. Choose A, B, or C.

31) What are they doing on Monday morning?
A. travelling to Oslo
B. travelling from Edinburgh
C. writing a report

32) What are they doing on Tuesday afternoon?
A. finding an office
B. practising a talk
C. finishing a report

33) What time is the first meeting on Wednesday?
A. 9.30   B. 8.30   C.10.00

34) What is the woman doing on Thursday?
A. castle tour   B. gallery tour
C. book tour

35) What does she most want to see?
A. a shop   B. a café   C. a house

FOR THE QUESTIONS 36-40, LISTEN TO THE AUDIO 2.
Archie talking to his mum. Choose A, B, or C.

36) Mum is cleaning _____ .
A. the living room
B. the bathroom
C. Archie's bedroom

37) Archie's room is _____ .
A. tidy   B. untidy   C. dirty

38) Archie hasn't _____ yet.
A. done his homework
B. put his school clothes away
C. got the hoover

39) Archie wants to tell mum _____ .
A. about his friend
B. a funny story
C. some exciting news

40) Mum thinks that lunch will be _____
A. interesting
B. delicious
C. relaxing

READ THE TEXT BELOW TO ANSWER THE QUESTIONS 41-50.

DIGITAL HABITS ACROSS GENERATIONS

Today's grandparents are joining their grandchildren on social media, but the different generations' online habits couldn't be more different. In the UK the over-55s are joining Facebook in increasing numbers, meaning that they will soon be the site's second biggest user group, with 3.5 million users aged 55–64 and 2.9 million over-65s.

Sheila, aged 59, says, 'I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them. It's a much better way to see what they're doing than waiting for letters and photos in the post. That's how we did it when I was a child, but I think I'm lucky I get to see so much more of their lives than my grandparents did.'

Ironically, Sheila's grandchildren are less likely to use Facebook themselves. Children under 17 in the UK are leaving the site – only 2.2 million users are under 17 – but they're not going far from their smartphones. Chloe, aged 15, even sleeps with her phone. 'It's my alarm clock so I have to,' she says. 'I look at it before I go to sleep and as soon as I wake up.'

Unlike her grandmother's generation, Chloe's age group is spending so much time on their phones at home that they are missing out on spending time with their friends in real life. Sheila, on the other hand, has made contact with old friends from school she hasn't heard from in forty years. 'We use Facebook to arrange to meet all over the country,' she says. 'It's changed my social life completely.'

Teenagers might have their parents to thank for their smartphone and social media addiction as their parents were the early adopters of the smartphone. Peter, 38 and father of two teenagers, reports that he used to be on his phone or laptop constantly. 'I was always connected and I felt like I was always working,' he says. 'How could I tell my kids to get off their phones if I was always in front of a screen myself?' So, in the evenings and at weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages. 'I'm not completely cut off from the world in case of emergencies, but the important thing is I'm setting a better example to my kids and spending more quality time with them.'

Is it only a matter of time until the generation above and below Peter catches up with the new trend for a less digital life?

41.What is the current trend among grand-parents in the UK about social media usage?
A. They are avoiding social media altogether.
B. They are using social media more actively, especially Facebook.
C. They prefer traditional methods of communication like letters.
D. They are using Instagram more than Facebook.
E. They are mostly using Snapchat.

42.Why did Sheila, aged 59, join Facebook?
A. To share her own photos and videos.
B. To reconnect with old friends from school.
C. To post updates about her daily life.
D. To monitor her daughter's online activities.
E. To replace traditional mail with digital communication.

43.What is Chloe's primary reason for keeping her smartphone with her even while sleeping?
A. To use it as an alarm clock.
B. To chat with her friends late at night.
C. To avoid missing important calls.
D. To browse social media before bed.
E. To play mobile games before sleeping.

44.How does Sheila's use of Facebook differ from her granddaughter Chloe's smartphone habits?
A. Sheila spends less time on her device.
B. Chloe uses Facebook more frequently.
C. Both rely on Facebook for socializing.
D. Sheila sleeps with her smartphone.
E. Chloe reconnects with old friends online.

45.Why did Peter switch to using an old-style mobile phone in the evenings and weekends?
A. He wanted to disconnect completely from the digital world.
B. He found smartphones too expensive to use all the time.
C. He needed a simpler device for work-related tasks.
D. He wanted to set a better example for his children.
E. He wanted to experiment with different types of phones.

46.What is the main concern Peter had about his own smartphone usage in front of his kids?
A. His smartphone was too outdated.
B. He was spending too much money on apps.
C. He was addicted to social media.

D. He was always working on his phone.
E. He couldn't make emergency calls.

47. Based on the passage, what might be a possible future trend for the generations above and below Peter?
A. Increased smartphone and social media addiction.
B. Complete abandonment of digital devices.
C. A shift toward simpler mobile phones.
D. A focus on in-person interactions and less screen time.
E. A preference for newer, more advanced smartphones.

48.What is the irony highlighted in the passage regarding the use of Facebook by different age groups?
A. Older generations prefer Snapchat, while younger generations use Facebook.
B. Sheila's generation used letters and photos in the post, whereas Chloe's generation uses Facebook.
C. Chloe's generation is more likely to connect with old friends from school.
D. Sheila's generation spends more time on smartphones than Chloe's generation.
E. Peter's generation is completely disconnected from the digital world.

49. In what way has social media, particularly Facebook, impacted Sheila's life?
A. It has led her to abandon traditional communication methods.
B. It has caused her to spend less time with her grandchildren.
C. It has allowed her to see more of her grandchildren's lives.
D. It has made her more reliant on letters and photos.
E. It has disconnected her from her old friends.
50.What motivates Peter to switch to an old-style mobile phone during evenings and weekends?
A. He wanted to experiment with a different type of phone.
B. He believed it was cheaper than a smartphone.
C. He found smartphones too complicated to use.
D. He aimed to set a positive example for his children.
E. He had frequent emergencies that required a simpler phone.

WRITING (20 points)

Choose <u>ONE</u> of the subjects below and write at least 150 words in the appropriate style. (20 points)

1. You live in an apartment, and you have a very noisy neighbour. Write a **complaint email** to the building administration. Explain the problem, what you have done so far to solve it, what you want the administration to do, etc. Invent any necessary details.

2. Information will soon be so easy to find on the internet that people will not need to remember anything. Do you agree? Write an **opinion essay** stating your thoughts on the subject. Support your argument with examples.

3. Write a **diary entry or online blog**. You recently had an unusual or exciting experience. You should:
   · say what happened

   · use time expressions to show the order of events

   · use comment adverbs to say how you felt about it.

4. Write a **narrative essay** about an obstacle that you have faced. Think about how you were able to overcome the obstacle. You should:
   · say what happened

   · use time expressions to show the order of events

   · describe the events and provide details.

MIDTERM AND FINAL EXAMS

Ders Kodu/Adı	İngilizce Hazırlık Programı (Uygulamalı İngilizce ve Çevirmenlik)		Yıl/ Dönem	**2022/ Bahar**
İsim:			Notu:	
Soy isim:			Öğrenci No.	
Sınıf:				

1. Sınav bittikten sonra koridorlarda beklemek, konuşmak, gürültü yapmak yasaktır.
2. Sınavlara kesinlikle kimliksiz öğrenci alınmayacaktır. Sınav başlamadan önce, sınav gözetmeni istemeden öğrenci, kimliğini sıra üzerine koymalıdır.
3. Görevli gözetmenler sınavın yürütülmesinde tam yetkilidir. Öğrenci, gözetmenin uyarılarına uymak zorundadır.
4. Sınava ilk 15 dakikadan sonra girmek yasaktır. Sınavın ilk 15 dakikası içinde sınav salonundan çıkmak yasaktır.
5. Öğrenci sırası üzerindeki yazılardan (sınavla ilgili olup olmadığına bakılmaksızın) ve sıra altındaki dokümanlardan sorumludur.
6. Sınav esnasında her türlü silgi, kalem, sözlük vb. alışverişi yasaktır.
7. Sınav kağıdına ismini yazmayan ve yoklama tutanağına imza atmayan öğrencilerin sınavı geçersiz sayılacaktır.
8. Sınavın başladığının sözlü olarak sınav gözetmeni tarafından duyurulması ve cevap kağıtlarının dağıtılmaya başlamasıyla sınav başlamış sayılır.
9. Cep telefonu ya da herhangi bir elektronik alet hiçbir nedenle açık olmayacak ve kullanılmayacaktır.
10. Sınav evrakının üzerinde muhakkak ad, soyad ve okul numarası yazılacaktır. Kimlik bilgisi bulunmayan sınav evrakı geçersiz sayılacaktır.
11. Dersin hocası dışında diğer gözetmen hocalara sınavın içeriği ile ilgili soru sorulmamalıdır.
12. Sınav salonunda görevli bulunan öğretim elemanları kopya çekme teşebbüsünde bulunan ve kopya çeken öğrenciler hakkında tutanak düzenler. Bu kişiler hakkında ayrıca idari işlem yapılır.
13. Tüm öğrencilerin yukarıda sıralanan kurallara uymaları zorunludur. Kurallara uyulmaması durumunda ''Yükseköğretim Kurumları Öğrenci Disiplin Yönetmeliği'' uygulanacaktır.

Yukarıda yazılı kuralları okudum ve onaylıyorum.	**İmza**	

SINAV SORULARI

PART 1 (USE OF ENGLISH)
Choose the correct answer. (2x20=40 points)

1. Manager: Where's Mr Davidson?
Assistant: Oh, he's ____ London today.
A in
B on
C to
D at

2. Andrew: Where ____ Alicia come from?
Martin: I think she's from the United States.
A is
B do
C are
D does

3. Katie: Is Charlotte at school today?
Laura: No, she ____. She's not well today.
A isn't
B aren't

C doesn't
D hasn't

4. George, that wasn't very polite. You ____ speak to your father like that.
A should
B mustn't
C must
D have to

5. The job was difficult, ____ Alessandra worked hard and soon made a good impression.
A if
B and
C but
D more

6. The town is quite _____ so they clean the dirt off the historic buildings every year.

PART 2 (READING/LISTENING)

For the questions 1-10, read the article and choose A, B, or C. (2x10=20 points)

Dog therapy

Our health editor, Nikki Langer, interviewed three people whose jobs show that dogs can improve human health.

Ben Forster, dog trainer

Dogs are the most common therapy animal because they are easy to train, and because there are many different sizes. For a hospital visit, for example, it might be important to have a small dog which someone can hold on their lap. The most important thing, though, is the dog's personality: it must be calm and quiet. Most therapy dogs are not puppies – they are usually at least three years and older – and they have to complete a special training course before they can work in hospitals or schools. There are many benefits for the patients and children. Research has shown that regular contact with dogs can improve physical and mental health.

Jasmin Hussain, tutor

I used to have mental health problems. A few years ago, my doctor recommended getting a dog. She said that walking with a dog and caring for it would help me to recover – and that was true for me. Now Domino comes to the university with me and helps my students. She sits in my office during my classes. When my office door is open, students know they can come in and talk to Domino. My university department has lots of international students and some of them are far away from home. One girl told me that she missed her pet dog more than her parents! If Domino didn't come to work with me, the students would definitely be sad. He's a great dog: very gentle and he loves it when people stroke him. Thanks to my students, he has also learned instructions in several languages!

Andrea Weber, nurse

I work at a residential home for elderly men and women. Our youngest resident is 85. A lot of the people who live here have long-term conditions. It can be hard for them to be active. But I know that every Tuesday, they will come to the main living room to see our pet therapist, Pat, and her beautiful dog Trixie. Trixie is a large dog, with lovely soft fur. When Trixie sits next to you, you want to talk to her and touch her. And while people are waiting to talk to Trixie, they talk to each other. It's a very positive thing.

---

1. Only dogs are used as therapy animals.

A. True　　　**B.** False　　　**C.** Does not say

2. Small dogs are always best for hospital work.

A. True　　　**B.** False　　　**C.** Does not say

3. Before the dogs can work in schools, they must complete the training course.

A. True　　　**B.** False　　　**C.** Does not say

4. Jasmin had suffered from health problems since she was in her twenties.

A. True   **B.** False   **C.** Does not say

5. If Jasmin's office door is open, students can visit Domino.

A. True   **B.** False   **C.** Does not say

6. The girl said, "I miss my dog as much as my family!"

A. True   **B.** False   **C.** Does not say

7. The students have taught Domino some new instructions.

A. True   **B.** False   **C.** Does not say

8. The place where Andrea works is only for people with long-term health problems.

A. True   **B.** False   **C.** Does not say

9. The residents can throw a soft toy for Trixie to bring back.

A. True   **B.** False   **C.** Does not say

10. Andrea and the residents like Trixie's appearance.

A. True   **B.** False   **C.** Does not say

For the questions 11-15, listen to a conversation about running and choose the correct answer. You will listen TWICE. (2x5=10 points)

11. Elena was motivated to start running when she _____.

A. lost weight   **B.** found a photo   **C.** met Jonas

12. According to Jonas, new runners should _____.

A. buy new trainers   **B.** check with a doctor first   **C.** go for a walk

13. Elena thinks she might _____ if she exercises next to the river.

A. meet a dog   **B.** get hurt   **C.** get lost

14. Jonas has been running regularly _____.

A. for four years   **B.** since he was 23   **C.** since his thirtieth birthday

15. If Elena ran _____, she'd feel proud.

A. around the park   **B.** near the river   **C.** 5 kilometers

PART VI (WRITING)

(10 points)

Describe an activity that makes you happy. Answer these questions. (100–150 words)

• What is the activity?

• What do you enjoy about it?

• How often do you do it?

• Do you do the activity with other people or alone?

• Who do you think would enjoy this activity? Why/Why not?