



ERCIYES UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES  
PREPARATORY YEAR ENGLISH PROGRAM  
CURRICULUM & SYLLABUS DOCUMENT

1. General Information

Course Title	Preparatory Year English Program- LEVEL B1	LOCAL CREDIT : 0
Term	1 <sup>st</sup> Quarter	
Department	School of Foreign Languages	ECTS CREDIT : 0
Instructor	Department Head: Asst. Prof. Aysin Kalaycı	

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2. Course Information

**COURSE DESCRIPTION:** The course is a general English course that will help our students use English efficiently in their social and academic life. The course aims to engage our students' interests and increase their motivation for learning by offering them stimulating topics with a syllabus that includes comprehensive work on grammar, vocabulary, pronunciation and the four skills of reading, listening, speaking and writing through a communicative language teaching and learning approach supported with blended learning tools.  
This modular course covers B1 CEFR Level.

**COURSE PRE-REQUISITES:** There are no official pre-requisites for this course.

Students who

- have internal motivation;
- effectively select and use learning strategies;
- have or develop learner autonomy;
- regularly attend classes;
- actively participate in whole-class, group work and pair work activities;
- make use of monolingual and bilingual dictionaries;
- extend their learning outside class by reading books, listening to music;
- are more likely to benefit from this course, whereas those who fail to do some or all of these would only improve their foreign language skills to the extent of the effort they make as the program is modular.

**LEARNING OBJECTIVES:** After successful completion of this course, the students are expected to be able to

- follow and understand the content classes which are delivered in the medium of English
- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, and etc.
- deal with most situations likely to arise whilst travelling in an area where the language is spoken
- produce simple connected text on topics which are familiar or of personal interest.

- describe experiences and events, dreams, hopes and ambitions and briefly give reasons for opinions and plans

### **LEARNING OUTCOMES:**

#### **Listening**

The students can

- understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

#### **Speaking**

##### **Spoken Interaction**

The students can

- deal with most situations likely to arise whilst travelling in an area where the language is spoken
- enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

##### **Spoken Production**

The students can

- connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions
- briefly give reasons and explanations for opinions and plans.
- narrate a story or relate the plot of a book or film and describe reactions.

#### **Reading**

The students can

- understand texts that consist mainly of high frequency everyday or job-related language
- understand the description of events, feelings and wishes in personal letters.

#### **Writing**

The students can

- write simple connected text on topics which are familiar or of personal interest
- write personal letters describing experiences and impressions.

### **COURSE STRUCTURE:**

- **INSTRUCTION:** Oral instruction by the lecturer in the classroom utilizing a series of skills-integrated (reading-listening-speaking-writing) course books, workbooks, audio recordings through the use of OHP, online practice, topic-related extra material focusing on grammar, vocabulary, and communicative skills.
- **CLASSROOM INTERACTION PATTERNS:** Teacher-Students, Teacher-Student, Students-Teacher, Student-Teacher, Student-Student, Student-Students, Students-Students in the form of teacher instruction to whole class, whole class discussions, pair-work, group-work and question-answer routines through turn taking, turn allocation or initiation.
- **LESSON PROCEDURE:** Warm-up – language input (text/written dialogue/audio of a dialogue or monologue or multi-speaker conversation) – inductive learning/teaching through guided discovery with the help of concept-checking questions – further explanations with focus on form and/or meaning – guided grammar/vocabulary/communicative practice – teacher/student feedback – oral/written language production through individual, pair or group work – follow-up through critical thinking activities such as asking/answering personal opinion or preference questions, ranking or prioritizing, or having class votes.

- **READING AND LISTENING ACTIVITY TYPES: (main idea, specific detail, inference, sequencing, vocabulary)**
  - \*Open-ended questions
  - \*True false questions
  - \*Multiple-choice questions
  - \*Ordering pictures, events, paragraphs of a text
  - \*Gap-filling
  - \*Chart-filling by note-taking
  - \*Picture-text matching
  - \*Word-definition matching
  - \*Guessing word meaning from context
  - \* Comparing and contrasting
  - \* Personal opinion questions
  - \* Critical thinking questions
  
- **SPEAKING ACTIVITY TYPES: (communicative tasks)**
  - \*Pair questionnaires
  - \*Pair interviews based on information gap
  - \*Open-ended questions
  - \*Opinion questions
  - \*Compare/contrast questions
  - \*Prioritizing items, giving reasons and examples
  - \*Real-life related personal questions
  - \*Group discussions
  
- **WRITING ACTIVITY TYPES: (Sample – Analysis – Useful phrases – Pre-writing – Writing task – Feedback – Editing – Rewriting)**
  - \* Paragraphs: opinion and cause-effect paragraphs

**GENERAL LINGUISTIC RANGE:**

- Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.
- Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.

**VOCABULARY RANGE**

- Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events

**VOCABULARY: taught and learned through systematic expansion of topic based lexical areas;**

Family, food, the weather and seasons, personality, health, work, sport, transport, travel, education, business, cinema & films, music, culture, daily routine, months, the house, food containers, city holidays, phones and the internet

**VOCABULARY CONTROL**

- Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations

**GRAMMATICAL ACCURACY**

- Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express
- Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations

**GRAMMAR: taught and learned inductively in various contexts**

PRESENT/PAST/FUTURE TIME and their simple, continuous & perfect aspects

VERBS; action & non-action verbs, gerunds, infinitives, verb patterns, prepositional verbs, phrasal verbs

NOUNS; singular, plural, count & non-count, simple & compound

PRONOUNS; subject, object, possessive, reflexive, reciprocal, indefinite

ADJECTIVES; possessive, demonstrative, comparative & superlative, gradable & non-gradable  
ADVERBS; time, place, manner, frequency, modifying, sentential  
PREPOSITIONS; time, place, movement  
ARTICLES; definite & indefinite  
INTERROGATIVE FORMS; Yes/No & Wh- questions, with & without auxiliaries, direct & indirect, reported, tags  
MODALS; ability, possibility, permission, necessity, obligation, advice, deduction  
VOICE: Active & Passive  
ADJECTIVE CLAUSES: Defining, Non-Defining  
AUXILIARIES: negation, question, short answers  
SENTENCE TYPES: Affirmative, Negative, Interrogative  
CONDITIONALS: Real & Unreal conditional clauses  
QUANTIFIERS: Zero, Small, Big quantities  
MODIFIERS: quantity, degree

#### **PHONOLOGICAL CONTROL**

- Has pronunciation that is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

#### **ORTHOGRAPHIC CONTROL**

- produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.

#### **COURSE MATERIAL:**

- Oxford: Headway 5<sup>th</sup> Edition Pre-intermediate

#### **GRADING:**

- Use of English Exams: % 15
- Reading Exams: % 10
- Listening Exams: % 10
- Writing Exams: % 10
- Speaking Exams: % 10
- Quizzes: % 20
- Projects and Assignments: % 5
- In-class Writing Practices: % 10
- Online Practice (LMS): % 5
- In-class Performance: % 5

Level Exit Exam pass grade: 70

**READING:** taught and learned through engaging and stimulating texts of various authentic types exposing students to new vocabulary and consolidating grammar  
The reading skills of skimming for main idea, scanning for specific details, making inferences, identifying references, and guessing meaning from context are aimed to be improved through a variety of activity types.

**SPEAKING:** communicative tasks are done about topics that will motivate students to speak providing them with key words and phrases necessary to discuss the topic and time to organize their thoughts before speaking. Through such speaking activities as pair, group and class discussions, debates, individual and group presentations, it is aimed to make students feel a sense of progress and see that the number of situations in which they can communicate effectively is growing by engaging them to do communicative tasks where they can use their knowledge of language to express their personal ideas, opinions and experiences.

**LISTENING:** confidence-building, achievable tasks are done using interesting, reading- and speaking-integrated listening material providing students with authentic spoken language such as monologues, dialogues in the form of interviews and conversations

The skills of listening for gist, listening for specific details, making inferences, identifying tone, style, and register, and guessing meaning from context are aimed to be improved through a variety of activity types.

**WRITING:** writing tasks are done using clear models to raise awareness of register, structure, and fixed phrases with a focus on 'micro' writing skills.

Through writing tasks, it is aimed to equip students with skills to be able to communicate in writing for personal and academic purposes (informal pieces of writing & formal pieces of writing such as narrative, process, definition, cause-effect, comparison-contrast and opinion, cause-effect, argumentative paragraphs)

**FUNCTIONAL ENGLISH:** mainly audio-video activities are done to expose students to authentic speech that could be encountered in a variety of everyday situations such as checking in at a hotel/the airport and buying clothes / food & drink.

Through activities focusing on various functions such as asking for/giving personal information, agreeing & disagreeing, asking for /giving opinions, making suggestions, it is aimed to equip students with what to say in typical social / real life situations and help them get used to listening to natural language.

### 3. SYLLABUSES

#### 3.1. MAIN COURSE SYLLABUS

WEEK	DURATION	CONTENT	LEARNING OBJECTIVES
WEEK 1	21 HOURS	<p>Pre-Int. UNIT 1-2 (pp. 10—28)</p> <p><b>HEADWAY 5<sup>TH</sup> EDITION PRE-INTERMEDIATE</b></p> <p><b>UNIT 1 : Getting to Know You</b></p> <p><b>UNIT 2 : Let's get together</b></p>	<p><b>UNIT 1</b></p> <ul style="list-style-type: none"> <li>• revise the tenses present simple, present continuous, past simple, and "going to" for future plans or intentions</li> <li>• use word order in questions correctly to get to know somebody</li> <li>• practise and use common verb phrases in the context of getting to know somebody</li> <li>• revise the present simple in the context of finding a date</li> <li>• identify and use vocabulary to describe people, appearance and personality</li> <li>• choose the right word from similar ones and practice collocations of adjectives and nouns and commonly confused prepositions</li> <li>• practice phrases to use for different levels of formality</li> </ul> <p><b>UNIT 2</b></p> <ul style="list-style-type: none"> <li>• use Present Simple and Present Continuous to talk about the present, permanent, and temporary events</li> <li>• practice have / have got in a text about what it's like being and identical twin</li> <li>• identify common state verbs</li> <li>• practise and use common verb phrases in the context of getting to know somebody</li> <li>• make "small talk" about daily issues with phrases such as "What a lovely day it is today!" and "How's your mother these days?"</li> <li>• practice verb phrases about everyday English</li> <li>• focus on linking words "but, although, however, so, and because"</li> <li>• "</li> </ul>
WEEK 2	21 HOURS	<p>Pre-Int. UNIT 3—4 (pp. 30 - 48)</p> <p><b>UNIT 3: Good News, Bad News!</b></p> <p><b>UNIT 4: Food for Thought</b></p>	<p><b>UNIT 3</b></p> <ul style="list-style-type: none"> <li>• use narrative tenses including past simple and past continuous in the context of new stories</li> <li>• practice the spelling and pronunciation of past simple regular and irregular verbs</li> <li>• practice the weak forms of "was" and "were" in past continuous</li> <li>• focus on and use adverbs</li> <li>• practice making adverbs from adjectives</li> <li>• discuss a number of irregular adverbs</li> <li>• focus on talking about dates, years and using time expressions with prepositions "on/at/in" or no preposition</li> <li>• practice using time expressions with prepositions to discuss national holidays and important personal dates</li> </ul> <p><b>UNIT 4</b></p> <ul style="list-style-type: none"> <li>• practice countable and uncountable nouns in the context of food in preparation</li> </ul>

			<ul style="list-style-type: none"> <li>• use the expressions of quantity in positive and negative statements and questions and also in offers and requests</li> <li>• use “some/any/every/no” combining with “thing, one/body, where”</li> <li>• Identify the rules for articles “a/an/the” and zero article in a text</li> <li>• talk about common expressions such as “by bus, have lunch, go to bed”</li> <li>• focus on collocations about quantity</li> <li>• practice the grammar and vocabulary strands together on the topic of eating and drinking</li> <li>• use the expressions “Can I / you...?” and “Could I / you ...?” for the requests “Could I / you possibly ...?” and “Would you mind + -ing” for more polite forms</li> </ul>
<b>WEEK 3</b>  <b>Quiz 1: CB</b>	20 HOURS	Pre-Int. UNIT 5-6 (pp. 50-68)  <b>UNIT 5: The Future’s in your hands</b>  <b>UNIT 6: History repeats itself</b>	<b>UNIT 5</b> <ul style="list-style-type: none"> <li>• use verb patterns in the context of people commenting about their current life and hopes for the future</li> <li>• practice verb patterns “verb + to + infinitive, verb + -ing, verb + -ing or to + infinitive with no meaning change, verb + preposition + -ing, and like doing vs would like to do”</li> <li>• discuss the future forms in the context of friends making plans</li> <li>• focus on pronunciation of different forms of “will” and the contrast between “want” and “won’t”</li> <li>• identify common literal and idiomatic phrasal verbs</li> <li>• practice words and phrases for expressing certainty and doubt</li> </ul> <b>UNIT 6</b> <ul style="list-style-type: none"> <li>• practice present perfect for experiences with the adverbs “always, never, and ever” in the context of an interview with an archaeologist</li> <li>• compare past simple and present perfect</li> <li>• use the time expressions “for”, “since”, “ever” and “never” for experiences in life before now</li> <li>• practice common nouns, verbs and adjective endings</li> <li>• use question tags in spoken English</li> </ul>
<b>WEEK 4</b>  <b>Quiz 2: LS</b>	20 HOURS	Pre-Int. UNIT 7-8(pp. 70 - 88)  <b>UNIT 7: Simply the best</b>  <b>UNIT 8: Living dangerously</b>	<b>UNIT 7</b> <ul style="list-style-type: none"> <li>• identify the question “What’s ... like?” for description</li> <li>• focus on differences between “What’s ... like?” and “Do you like ...?”</li> <li>• practice comparative and superlative forms of adjectives in the context of favourite things and cities</li> <li>• focus on the formation of regular and irregular forms as well as short and longer adjectives</li> <li>• identify the use of “as...as” and “...than...”</li> <li>• use synonyms and antonyms for description and as a way of expressing agreement</li> <li>• use the language for suggesting places and listing what is on in a conversation</li> <li>• practice relative pronouns in the context of describing hometown</li> <li>• practice to join sentence with relative pronouns “which, that, who and where”</li> </ul> <b>UNIT 8</b>

			<ul style="list-style-type: none"> <li>• use the modal verbs “have to/don’t have to” for obligation and “can/can’t” for possibility in the theme of dangerous activities</li> <li>• practice “should/shouldn’t” for advice and “must/mustn’t” for strong advice in the context of an advice column with a health and fitness doctor</li> <li>• identify clothing vocabulary and parts of the body</li> <li>• practice a conversation between a patient and a doctor</li> </ul>
<b>WEEK 5</b>  <b>Quiz 3: RD</b>	19 HOURS	Pre-Int. UNIT 9–10 (pp. 90 – 103)  <b>UNIT 9: What a story!</b>  <b>UNIT 10: All-time greats</b>	<b>UNIT 9</b> <ul style="list-style-type: none"> <li>• use past perfect and narrative tenses in the context of a folk tale from the Middle East “The Story of Mula and the Miserable Man”</li> <li>• focus on the differences between Past Simple, Past Continuous and Past Perfect</li> <li>• practice joining words of reason, result, contrast and time such as “so, because, although, when, as soon as”</li> <li>• identify positive and negative adjectives to talk about feelings and situations</li> <li>• use exclamations with “so, such , such a/an, so many, so much</li> </ul> <b>UNIT 10</b> <ul style="list-style-type: none"> <li>• use passive forms in four main tenses: Present Simple, Past Simple, Present Perfect and Future with will in the context of inventions that changed the world</li> <li>• focus on common collocations: noun + noun, verb + noun and adverb + adjective</li> </ul>
<b>WEEK 6</b>  <b>Quiz 4: CB</b>  <b>Holiday:</b> 29th October	15 HOURS	Pre-Int. UNIT 10 – 11 (pp.104 - 116)  <b>UNIT 10: All-time greats</b>  <b>UNIT 11: People with a passion</b>	<b>UNIT 10</b> <ul style="list-style-type: none"> <li>• practice to skim and scan a text to find answers to questions</li> <li>• practice to listen for a specific purpose in the context of the world’s most common habits</li> <li>• practice to say phone numbers</li> <li>• use common phrases in phone calls in the context of phone etiquette and cultural norms</li> </ul> <b>UNIT 11</b> <ul style="list-style-type: none"> <li>• review past simple, present perfect simple and continuous tenses</li> <li>• infer meaning from context, note-taking and paraphrasing in the context of hobbies and passions</li> <li>• identify vocabulary of birth, marriage and death</li> </ul>
<b>WEEK 7</b>	20 HOURS	Pre-Int. UNIT 11 – 12 (pp 117 - 128)  <b>UNIT 11: People with a passion</b>  <b>UNIT 12: You never know</b>	<b>UNIT 11</b> <ul style="list-style-type: none"> <li>• practice the language of giving and reacting to good and bad news</li> <li>• focus on key terms for stages of life</li> </ul> <b>UNIT 12</b> <ul style="list-style-type: none"> <li>• use the first conditional about the future and what will or might happen</li> <li>• identify the modal might in accordance with the first conditional statements</li> <li>• practice the second conditional in the context of crossroads in life and big decisions</li> <li>• identify the phrase “What if...?” with a hypothetical meaning</li> <li>• practice verb patterns and common collocations including “bring and take” and “come and go”</li> <li>• practice conversations with everyday phrases using thank you and goodbye in a range of situations</li> </ul>



			<ul style="list-style-type: none"><li>• cover up the quarter with “Level Exit Test” and “Progress Tests”</li></ul>
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## **ASSESSMENT**

The following assessment tools are specifically targeted at testing the grammar, vocabulary, and functional English in the main coursebook.

- 1 Level Exit Exam (Use of English forms 15% of the (C)GPA)
- 2 CB, 1 Reading, and 1 Listening (All quizzes make 20% of the GPA)
- A video project (course book project makes 5% of the GPA)

### 3.2 WRITING COURSE SYLLABUS

WEEK	DURATION	CONTENT	LEARNING OBJECTIVES
WEEK 1	2 HOURS	<b>Basics of Paragraph Structure</b>	Learning the structures of <ul style="list-style-type: none"><li>• Topic sentence</li><li>• Supporting sentence</li><li>•</li></ul>
WEEK 2	2 HOURS	<b>Basics of Paragraph Structure</b> <b>Writing Practice</b>	Learning the structures of <ul style="list-style-type: none"><li>• Concluding sentence</li></ul> Writing a paragraph following the basics of paragraph structure
WEEK 3	2 HOURS	<b>Opinion Paragraph</b>	Learning the structures of opinion paragraphs <ul style="list-style-type: none"><li>• Sentence structures</li><li>• Transition words</li></ul>
WEEK 4	2 HOURS	<b>Opinion Paragraph</b> <b>In-Class Writing 1</b>	<ul style="list-style-type: none"><li>• Writing an opinion paragraph</li></ul>
WEEK 5	2 HOURS	<b>Cause &amp; Effect Paragraph</b>	Learning the structures of cause and effect paragraphs <ul style="list-style-type: none"><li>• Sentence structures</li><li>• Transition words</li></ul>
WEEK 6	2 HOURS	<b>Cause &amp; Effect Paragraph</b> <b>In-Class Writing 2</b>	<ul style="list-style-type: none"><li>• Organizing a cause and effect paragraph</li><li>• Writing a cause and effect paragraph</li></ul>
WEEK 7	2 HOURS	<b>Self-Evaluation</b>	<ul style="list-style-type: none"><li>• Writing a paragraph reporting the self-evaluation</li></ul>

### ASSESSMENT

The writing course has a total of % 10 in the scoring system.

- 2 Writing Assignments
- 1 Self Evaluation Report